ALBERTA

DEPT. OF EDUCATION

ANNUAL REPORT

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THIRTEENTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1918

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DEPARTMENT OF EDUCATION,
EDMONTON, December 31, 1918.

To His Honour
ROBERT GEORGE BRETT,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1918.

Your obedient servant,

GEO. P. SMITH,
Minister of Education.

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REPORT OF THE DEPUTY MINISTER

EDMONTON, ALBERTA,
October 2, 1919.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1918. It includes the Report of the Deputy Minister, Reports of the Principals of the Normal Schools, the Inspectors of Schools, the Director of the Summer School for Teachers, and statistics relating to the educational progress of the Province.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. GEORGE P. SMITH, M.P.,
Minister of Education.

Sir,—The continuance of the war, and the outbreak of an epidemic of influenza, have seriously interfered with the progress of the schools during the year 1918, nevertheless the work in education has made steady advances.

The success and progress in education in any school depend largely on the personality, scholarship and teaching power of the person who is placed in charge of the pupils, and the problem before the educational authorities on this continent, is that of securing the services and co-operation of capable teachers for our public schools. We must admit that the teaching profession is not attracting a sufficient number of men and women who have reached maturity, and who have ripe scholarship, high ideals and the power which will inspire the students with an ambition to win their own self-respect, by living up to their ideal of conduct in work and play. The schools of this province, together with those in the other provinces of Canada and in the United States, are suffering seriously on account of the supply of trained and experienced teachers not meeting the demand.

The meagre salary paid the teacher, and the lack of permanency of his position, except in city schools, has been responsible for driving many teachers out of the profession, and thus depriving the children in many districts of that continuity in their studies which leads to thoroughness and rapid progress. The opinion prevails in many school districts that any person can teach school, and this leads trustees to engage untrained and inexperienced teachers at minimum salaries, and thus the salaries of trained and experienced teachers are lowered. Dr. Thorndike, of Columbia University, uttered a profound truth when he said "the Society that lets incapables teach it while its capable men and women feed, clothe and amuse it, is committing intellectual suicide." To do justice to the boys and girls of today, who will be the citizens of tomorrow, we must provide them with well trained teachers from among our most capable men and women, and to do this we must make the profession attractive by offering generous salaries, and making living conditions as pleasant as possible.

A large number of trained teachers withdrew temporarily from the teaching profession to enlist for overseas services, either as soldiers or V.A.D.'s. This exodus made it exceedingly difficult for trustees to secure competent teachers for the rural schools located long distances from a railroad.

The Department of Education secured a supply of teachers from the other provinces, and at least 300 of these, who had standing entitling them to teach in Alberta, were placed in the rural schools of the province. 467 were trained in our Normal Schools this year, and of these 60 were males and 407 females. The war seriously affected the attendance of men at these sessions, and only 14.74% of the total attendance was males, while in 1912 they formed 28.05% of the total attendance. Notwithstanding this supply of teachers from the Normal Schools,

the other provinces and the United States, there was a shortage of trained teachers of at least 800 and this number of Provisional certificates was issued to students to teach in rural schools.

THE SCHOOL LAW.

The Legislature, during its session in 1918, amended The School Law as follows:

1. By making it compulsory on boards of trustees in town schools, to employ a medical practitioner to inspect or supervise the inspection of all pupils in attendance at school, at least once each year.

2. By giving the board of trustees of every town school, the authority to provide for medical, dental and surgical treatment for such pupils or classes of pupils as it may determine. These provisions when extended to all school districts in the province, and wisely administered, will give each child, whether his parents are rich or poor, an opportunity, when he is receiving his education, of developing into a healthy individual, and thus better fitting him for citizenship.

3. By raising the age limit of the period of compulsory education from fourteen to fifteen years. This provision will insure each pupil one year more in school, thus giving him a more complete training, and an increased efficiency in whatever sphere of service he may decide to enter. It will also assist him in interpreting his own tendencies and capacities, and thus be of assistance to him when he is selecting a vocation.

4. By the fixing of a minimum yearly salary of $840 for a teacher in an ungraded school. This provision may influence some students, who are undecided in their choice of a vocation, to enter the teaching profession, and will in this way increase the number of teachers and add to the permanency of their engagements in rural schools.

5. By providing an initial grant in library books to each school upon its establishment. The teacher will thus be supplied with reference books and supplementary readers at the time school first opens, and will thus be given the opportunity to increase the scope of the work done and the general efficiency of the school.

THE SUMMER SCHOOL

The Summer School is one of the most potent educational agencies in Alberta, and many progressive teachers have attended its Summer Session this year. The scope of the work undertaken last year was broadened by—

1. The special course in Primary Work.

2. The course in Psychology, School Administration and Educational Problems. This course is provided for energetic teachers who hold second-class certificates, and pass the departmental examination for a first-class non-professional certificate. These teachers are given an opportunity of securing their first-class professional certificate, by completing a reading course, and passing an examination on the contents of the books read, and also by successfully completing the above mentioned course at the Summer School.

3. A course in Oral French, for those teachers who are teaching this language in the Secondary Schools.

All courses are very popular, and as the teachers receiving the training are actively engaged in teaching, the schools are being directly benefitted, through the greater skill and enthusiasm with which they do the work.

HOT LUNCHES.

A booklet treating of the preparation and serving of hot lunches in rural schools, was compiled by the specialists in Household Science, in co-operation with the Director of the Summer School, and issued by the Department of Education. It provides the information required in connection with the equipping of the schoolroom, the preparation of the foods that are most nutritious and that can be provided most easily, and be prepared most quickly, as well as the best methods of manipulating the work. The results have been satisfactory, as many rural schools are at present providing hot drinks, and a considerable number hot lunches, for all the students. Those teachers who have carried on this work successfully, are convinced of its value to the pupils, both physically and educationally, in fitting them for more complete living.

CONSOLIDATION.

During the year 1918, sixteen consolidated schools were established in the province, thus making a total of fifty-four at present in existence. The majority of these schools are located south of Township 40, and in many instances are in those districts where the country formerly consisted of open prairie, and is at present divided into large farms. The consolidated school has proven to be a marked improvement on the one-roomed rural school, as it provides graded departments, and thus doubles the time which the teacher has for class work, and the supervision of each student. It has increased the regularity of attendance, and the punctuality of the pupils, and insured more continuous progress in each subject of the curriculum.

The position of the teacher in these schools is much more attractive than in the one-roomed rural school, and for this reason trustees have been successful in securing a good type of teacher, and retaining his services for a number of years.

The work of the higher grades is being taught in these schools, and the newer subjects on the curriculum, such as Manual Training, Domestic Science, School Gardening, Music and Art, are receiving attention. The pupils can be given at least two years in advanced work, which is not provided in the rural schools as at present organized. This is a decided advantage, as it relieves parents from the necessity of sending children to town schools at a time when they need the counsel and protection of the home.

The consolidated school is a success in those localities which are well adapted for the transportation of the pupils, and where the community is prepared to finance a higher and better type of education than that provided in the ungraded schools. The cost of tuition is much less than in the rural schools, as two or three teachers can take charge of the children from four or five schools where the attendance was small. The teachers are in general more experienced and better qualified to teach, and the parents in all cases are beginning to realise that this is a decided advantage for the children.

SCHOOL FAIRS.

The school garden has only been carried on successfully in those school districts where adequate supervision and care are provided for it during the summer vacation. This supervision and care can seldom be secured, as the teacher is usually absent from the district for at least six weeks during the summer, and too frequently leaves the district to take charge of another school after the summer holidays. It

is, under these conditions, very difficult to make the work of the school garden successful. The growth of the movement for school gardens, therefore, has not been rapid, and where there is a school garden, there is a tendency to link the agricultural teaching and demonstration with the home garden. The movement for home gardens has been stimulated by the Department of Agriculture, in co-operation with the Department of Education, by organizing school fairs, where competitions in raising garden produce and live stock take place between school districts.

The Department of Agriculture provides all pupils from schools that enter the competitions, with grains, eggs and vegetable seed, and a specialist from that Department visits each school and directs the work of the competitors. He is ably assisted by the teachers and the inspectors of schools, who have all completed special courses at the Summer School, in School Gardening, Agriculture, Nature Study and Rural Economics.

These fairs are proving very helpful in connecting the home and school activities of pupils in rural communities, and lead them to take a live interest in some phase of rural production. The fairs are bringing the children and parents from the different schools together, and creating a wholesome rivalry in raising stock, poultry, grains and garden products, as well as in sports of all kinds. This rivalry is creating a community spirit, as each school competes as a unit with other schools, and thus parents and pupil are interested in the success of their community.

If this work is carried on from year to year by the same teacher, it will be of great value to the district, but the many changes of teachers are making it very difficult to secure continuity and progress in the work.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister.

HOME FOR MENTALLY DEFECTIVE CHILDREN

REPORT OF VAN G. GOSNELL,
ACTING SUPERINTENDENT, HOME FOR MENTALLY DEFECTIVE CHILDREN, EDMONTON.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Dear Sir,—I have the honour to submit for your consideration the first annual report of the Home for Mentally Defective Children, Edmonton, for the year 1918.

Pursuant to your instructions received in September, steps were taken to secure a building in the City of Edmonton, which might serve temporarily as a home for the care of mentally defective children. Previous investigation had shown that there were in the province quite a number of urgent cases for which care should be provided during the interim until a permanent institution could be established.

The Temporary Home for Feeble-minded Children, conducted by the Department of Education.

After an exhaustive inquiry and examination of many available buildings the choice narrowed down to three. Then the expert opinion of Dr. E. H. Cooke, Medical Superintendent of the Hospital for the Insane, Ponoka, was sought. As a result of his report it was decided to lease the building on 81st Ave., formerly occupied by the Y.W.C.A. This building was leased for one year and an option taken for the second year. Extensive changes and re-arrangement were undertaken by the Department of Public Works. These were put through with dispatch and the building was ready for occupancy by the first of November.

In addition to securing the building it was found possible to lease the large corner lot immediately west of the building, and a cottage and intervening lot on the east. The cottage is being used by the janitor and his family. The vacant property about the Institution has been enclosed by an eight-foot board fence. The enclosure thus secured has been subdivided so as to provide a large playground for the larger and more active children and a smaller playground for those who are not strong enough or are otherwise so handicapped as to prevent them taking part in strenuous play. The fences have been neatly painted, so that on the whole the property presents a very attractive appearance. By paying the current taxes it has been possible to secure four other lots near at hand for use as a garden. These children delight in being out of doors and simple gardening is an ideal occupation for them. Plans are being made to make the most of this opportunity when spring opens.

While the business of putting the building in shape was proceeding, other investigations were going forward. Forms of application, history sheets and physicians' certificates were prepared and sent out to those of whom the department had information. Announcement was made in the press of the proposed opening of the institution with a description of the work which it was proposed to undertake. Dr. J. F. Brander, who from the first had taken the keenest interest in the institution, visited the east and while there investigated the organization and management of the famous Institution of the Feeble-minded at Waverly, Mass. Dr. Fernald, its Superintendent, very generously placed his great knowledge and rich experience unreservedly at our disposal. As a result of all this valuable investigation and information we were able to avoid many mistakes which we might otherwise unwittingly have made.

Attention had also been given the question of securing a suitable staff. It was felt that special care must be exercised in securing the matron, or resident manager of the institution, and the teacher who should be responsible for making the most of the educational capacity of these children. Through the Graduate Nurses' Association of Alberta, the department was placed in touch with Miss Jean S. Abernethy, R.N., a lady who has had long and successful experience as a nurse of mental and nervous diseases. Miss Abernethy received her training at University College Hospital, London, England, For three years she served on the Board of the Metropolitan Asylum, London, England, and for two years was assistant matron of Ilkley Hospital, Yorkshire. The history of the institution up to the present would indicate that the department had been specially fortunate in securing Miss Abernethy as matron.

Somewhat later Mrs. Jean Steel, of Edmonton, was secured as special teacher. Mrs. Steel received her training at Dunn's Public School and at the University of Edinburgh. She is a graduate of the London College of Music and has had special training in teaching music to children. Mrs. Steel has specialized in the teaching of backward and subnormal children and seems to be particularly fitted for the special work she has on hand. She is the holder of a first class teacher's certificate for the Province of Alberta, as well as having had experience in both our rural and urban schools.

As housekeeper we were able to secure the services of Mrs. Jennie Collins, who had formerly rendered the department service of a high order in a similar position in the English School for Foreigners at Vegreville. In addition it was necessary to engage the services of a cook, dining-room girl, and nurse attendant.

By November 1st more than fifteen cases had been examined and were ready for admission. The first five patients came from Calgary in care of Mrs. Sarah Houston, special teacher of subnormal children in that city. About this time the epidemic of influenza broke out and it was deemed wise not to admit other children until the epidemic had somewhat abated. During December, however, eleven more were admitted and sixteen thus constituted our total number of patients up to the end of the year. Special care was taken to guard the children and staff from the influenza. So successful were these precautions that not a single case developed within the institution.

It has been most interesting and gratifying to note the happiness and contentment of the children in their new and present surroundings. Parents escorting their children for admission to the institution have been free in expressing words of praise for the accommodation provided and generally for the management, treatment and instruction which the children receive.

As is characteristic of children of this type, they have been found much happier with others of their kind and on several occasions an unwillingness to leave the institution for the former home has been expressed in no uncertain terms. The conduct of the children during the visit of social workers and others has always been favorably commented on and it is a great surprise to many to find these children so quiet and obedient.

The present building used to house the institution has room for about thirty-five patients with staff. Judging from present indications all this accommodation will be used early in the year 1919. I beg to submit for your earnest consideration the advisability of providing at the earliest possible date accommodation of a permanent nature which will make it possible to deal with the problem of the feeble-minded in Alberta in the most comprehensive manner.

The institution was honoured by a visit from Dr. C. K. Clarke, of Toronto, Medical Director of the Canadian National Committee for Mental Hygiene, who expressed himself as very much pleased with the manner in which the problem was being approached. Many prominent people in Edmonton and from other parts of the province have also visited the institution and are taking a keen interest in the work.

Just before Christmas a number of the children were taken out into the country by cars, where a very fine Christmas tree was cut and brought into the institution with a great quantity of spruce boughs for decoration. The commercial travellers of Edmonton very kindly supplied two presents for each child in the Institution, which were placed on the tree which had been splendidly decorated by the matron and her staff. The Minister of Education was present on Christmas morning and took part in the distributing of the presents and the programme of entertainment.

In concluding this report it is only fair to record the splendid spirit of co-operation which has been evidenced in the work of the staff at all times. Mention should be made also of the prompt and efficient manner in which all matters pertaining to the work of the Department of Public Works were handled by officials of that Department.

I have the honour to be, Sir,

Your obedient servant,

VAN G. GOSNELL,
Acting Superintendent.

TABLE SHOWING THE ALLEGED CAUSES OF MENTAL DEFECT.

ALLEGED CAUSES	Male	Female	Total
Brain Fever	1	.	1
Heredity	3	3	6
Heredity suspected	3	1	4
Not known	3	..	3
Puberty	..	1	1
Premature birth	..	1	1
	10	6	16

TABLE SHOWING STATE OF BODILY HEALTH ON ADMISSION.

BODILY CONDITION	Male	Female	Total
In average bodily health	7	6	13
In reduced health	1	1	2
In greatly reduced health	1	..	1
	9	7	16

TABLE OF PLACE OF RESIDENCE AT TIME OF ADMISSION.

PLACE	Male	Female	Total
Blackfoot Hills	1	.	1
Bankhead	.	1	1
Calgary	3	1	4
Cereal	..	1	1
Didsbury	.	2	2
Edmonton	1	1	2
Evarts	1		1
Edberg	1	.	1
Lethbridge	1	..	1
Ponoka	1	..	1
Viking	..	1	1
	9	7	16

TABLE SHOWING THE NATIONALITY.

NATIONALITY	Male	Female	Total
American	1	1	2
Austrian	..	1	1
Canadian	1	2	3
English	3	..	3
Finn	1	..	1
German	1	2	3
Scottish	1	1	2
Swedish	1	..	1
	9	7	16

TABLE SHOWING THE RELIGIOUS DENOMINATION.

RELIGIOUS DENOMINATION	Male	Female	Total
Anglican	1	.	1
Baptist	1	.	1
Catholic	.	1	1
Latter Day Saint	1	..	1
Lutheran	1	.	1
Methodist	..	2	2
Not known		1	1
Presbyterian	1	1	2
Protestant	3	2	5
Seventh Day Adventist	1	.	1
	9	7	16

TABLE SHOWING THE AGES.

AGES	Male	Female	Total
8	2	.	2
9	1	2	3
10	..	..	..
11	3	2	5
12	1	.	1
13	.	1	1
14	1	2	3
15	.	..	.
16	1	..	1
	9	7	16

Cardston Consolidated School.

CONSOLIDATED SCHOOLS

Sir,—I have the honour to submit for your consideration a report on the Consolidated Schools in Alberta.

There are at present fifty-four Consolidated School districts in operation, fourteen of which were erected during the present year. There are one hundred and eighty-two districts included in these consolidations, nearly all of which are rural districts or districts with small village centres. The rapid increase in the number of consolidations leads to the conclusion that many communities are aiming to secure, by combined effort, the advantages of better school facilities.

The consolidations which have been erected may be divided into two fairly distinct types. The first type, which includes a decided majority of the consolidations, aims at providing a graded school offering the Public School course of study and from two to four years of High School work. The second type represents those cases in which two or three sparsely settled districts are operating jointly a one-room school. The districts included in consolidations of this type have not a sufficient number of children to warrant the operation of a school and the financial condition is such that it would be difficult to insure the successful operation of a yearly school. By combining, these districts have been able to operate yearly schools under the direction of experienced teachers.

Many advantages have been gained through consolidation. Graded schools with the number of departments varying from two to seven have been operated under the direction of experienced teachers. Opportunities for obtaining from two to four years of High School work have been placed within reach of children in rural and small village communities. These advantages have proven of great value to many who would otherwise have been denied the privilege of an advanced course of study. It has been possible to operate a yearly school in each of the consolidations with the result that the children in the consolidated districts attended school, on the average, for a much longer period each year than those residing in rural districts. The percentage of attendance is also higher in Consolidated School districts than in the average rural district. The longer period of operation and the greater regularity in attendance have led to a more rapid advancement of the pupils in the Consolidated Schools. The operation of conveyances results in the more regular attendance of the children from the rural parts of the consolidation.

Although the grants offered to Consolidated School districts are very generous, yet in the majority of cases the cost to the district is higher than in the average rural district.

This is due mainly to the high cost of conveyance. During the past three years the cost of conveyance has increased very rapidly on account of the shortage of labor and the high cost of fodder. It is expected that there will be an improvement in this respect when conditions become more nearly normal.

In organizing consolidations there has been a tendency to include too great an area, with the result that the outlying portions are too distant from the consolidation centre. This is detrimental to the effective operation of the consolidation, as it unduly increases the cost of conveyance and is unsatisfactory to those residing too far from the

school. It will be necessary to re-arrange the boundaries of some of the consolidations, with a view to shortening the van routes and making the operation of the consolidation more satisfactory. The area of a Consolidated School district should not exceed the area of four average rural districts, unless the conditions, particularly with reference to the roads, are exceptional.

As many of the consolidations have been erected recently, attention has been devoted mainly to making due provision for the Public and High School courses of study. It is expected, however, that the Consolidated Schools will endeavor to make the course in agriculture more practical by giving greater attention to such activities as school and home gardening and the school fair. In many of the schools a hot lunch is served at the noon hour, and this will probably lead to greater attention being given to a course in Domestic Science.

The Consolidated Schools have been made the centre for many community activities. The development of the social and literary aspects of community life have been encouraged by the Department of Education.

The consolidation movement is comparatively new in Alberta, and hence errors have been made which would have been avoided had there been a wider experience from which to obtain the necessary guidance. It is unnecessary to state, however, that in spite of errors which have been made, consolidation is making a decided contribution to the solution of the problem of bringing to the rural and small village communities better educational facilities.

I have the honour to be, Sir,

Your obedient servant,
J. E. HODGSON,
Supervisor of Consolidated Schools.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

NORMAL SCHOOLS

REPORT OF E. W. COFFIN, B.A., PH. D.,
PRINCIPAL OF NORMAL SCHOOL, CALGARY

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the thirteenth annual report of the Provincial Normal School at Calgary, for the year 1918.

The attendance for the first session was about on a level with that of the last few years, but for the second session it was very much increased; chiefly, no doubt, in the haste to qualify while the short course was still in vogue. Most of the students in both sessions were graduates of our own high schools. The tables below give the attendance reports in detail, the candidates' qualifications for admission, and the recommendations made on the basis of practice teaching.

ATTENDANCE TABLE, 1918.

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session	9	25	34	5	61	66	14	86	100
Second Session	8	42	50	9	107	117	17	149	166
Totals for yr.	17	67	84	14	168	183	31	235	266

ACADEMIC STANDING FOR ADMISSION.

	Gr. XII or equiv.	Conditioned	Undergrad.	Graduates	Gr. XI or equiv.	Conditioned
Alberta	68	16	..	1	148	37
Saskatchewan	..	.	..	..	1	..
Manitoba	.	..	..	2	4	..
Ontario	3	1	1	3	9	1
Quebec	..	..	..	..	3	..
New Brunswick	..	..	..	..	1	..
Nova Scotia	2	.	..	..	5	.
United Kingdom	..	..	..	1	.	.
United States	1	..	..	2	6	.
Totals	74	17	1	9	177	38

RECOMMENDATIONS FOR CERTIFICATES.

	First Interim	Second Interim	Third Class	Course not Completed	Totals
First Session	34	55	7	5	101
Second Session	46	107	6	6	165
Totals	80	162	13	11	266

Beiseker Consolidated School.

The year 1918 will be emphatically marked in history as the one of ultimate tension and strain, such as we shall say looking back on it, would inevitably characterize the eve of breakdown in the terrific struggle of the Great War. Over-strain and anxiety seemed reflected on this side of the Atlantic too, and even in the quieter walks of life, such as schools for teacher training. We had really no intimate knowledge of the constant suspense and anxiety under which many of our students were labouring, and it is very much to their credit that, under such conditions, the results were so good. Very few dropped by the way, and fewer failures than usual are to be reported. For the first session, of thirty-four candidates in the first class, only one withdrew, and he, a very short time before the close of the session, to answer the call to military service. He was, however, recommended for his interim certificate, and thus the whole class qualified, with but one failure, to receive first interim certificates.

In the second class of this session, five, out of an enrolment of sixty-six, withdrew, three on account of illness and two for other reasons. Of the first three, one almost completed the course and another has since completed it. Fifty-five were recommended for second interim certificates, and six, having failed in their practice teaching, for third class; an unusually small number of failures. So, that, even in the highly charged atmosphere of the greatest crisis of the Great War, this small part of the home service was kept well up to the mark.

The second session, which brought our second largest enrolment up to date, viz., fifty firsts and one hundred and seventeen seconds, was marked by the influenza epidemic which so seriously interfered with our work, as with all activities of the community. The Normal and Practice Schools, along with all others in the city, were closed from October 20th to December 2nd. Practice teaching was thus not only interrupted at its very outset, but also seriously hampered by the unsettled condition of the attendance on re-opening. To make up for the lost time in part, the session was protracted into 1919, resuming after the Christmas holidays on January 2nd and closing on January 31st. The Practice Schools did not reopen after Christmas until January 6th, and then only by special permission applying to these schools only, and with much depleted attendance. It had been planned, with the generous consent of the Calgary School Board, to make use of one or more of the city schools, in addition to our own, to expedite the practice teaching. This arrangement, however, was frustrated by the decision of the city authorities not to reopen the schools for some weeks on account of the continued prevalence of influenza. We were thus forced to increase the burden of our own practice staff by dividing classes, a measure which of course called for more strenuous effort on the part of all engaged in criticism of lessons. This increased service, I need hardly say, was given most cheerfully, although frequently interfered with by illness. It is also to be remembered that several of our teachers had volunteered their services as nursing assistants during the height of the epidemic and had thus got no rest or chance to fortify themselves for extra duties on reopening of schools. The whole situation has demonstrated the inestimable value that a teacher may be in a community, and her right to greater encouragement and recognition on the part of the public.

To give more time for the practice teaching, the final examinations were omitted at the close of the second session, but sessional tests of a more informal nature were given in all subjects. Considering the broken character of the course, the showing made by the students was quite creditable. In practice teaching only six distinct failures

occurred, though there were fewer outstanding excellencies in teaching ability than are usually found even in the fall session.

To be included in the teacher training of this year, though actually concluded in January, 1919, is the new scheme for extra-mural qualification for first class interim certificates. This plan, consisting of the preliminary reading course, followed by the course at the Summer School in school administration, educational psychology, and educational problems, originated in the Normal Schools, but was put into effect at the Summer School in Edmonton. Fifteen candidates enrolled for the class of 1918, and all made satisfactory standing. This scheme is a distinct advance in the mode of qualification for first class in the cases of those who have already taken the Normal course for second class, and ought to appeal to all progressive teachers.

There is no new aspect of the teacher training that calls for special emphasis, but once again I would call attention to the unreasonable amount of purely academic work required, an amount that makes it impossible for the Normal Schools to serve their distinctly professional purpose, particularly in a course of four months. Surely the aim of the class work leading to the departmental examinations for Grades VIII to XII is not so remote from that of the student teachers' needs that the closest articulation could not be made between High and Normal Schools. There is still too much book-work, and too little training in how to study, and how to obtain facts independently. It is remarkable that many student teachers seem to approach the subject matter of a lesson to be taught as if it were wholly new, and without any idea of how to arrange the material for anything like clear presentation. Apart from the final questions of pedagogical method, an intelligent and self-reliant study of the subject material ought to provide at least a reasonable notion of its development, just as anyone who appreciates a good story should be able to tell it with some notion of sequence and proportion. The point of all this is what has been urged repeatedly in these reports, viz., a consideration of this kind of work is quite properly pre-vocational in Grades XI and XII, at least for those who are destined for the Normal School course. Our Normal School course is to be doubled in length, but if this means only that the academic work is to be proportionately increased, we are not gaining very much in the training of teachers as part of one whole system, and in view of the great importance of the elementary teachers' work, it seems very desirable that some differentiation be made in Grades XI and XII in the High Schools that would point in the direction of the Normal School for those that were intending this later course. As a means to that end, I would strongly urge some conference between High School and Normal School representatives and also with the Examinations Board to see if we could not have the present heavy text-book requirements for Grades XI and XII certificates modified, so as to allow something more in the way of a training how to study, and to obtain and handle lesson material.

Returning to the chronicle of the year's incidents, I have to report the following changes in the staff of the Practice Schools. At the close of the first session, Mr. W. C. Richards, principal of the Practice School, joined the Royal Air Force, and Mr. Mackenzie, the vice-principal, was appointed to succeed him. Miss Jessie Honor, of Grade V was appointed vice-principal in Mr. Mackenzie's place, also taking Grade VII. Mrs. Grigg, of Grade VI, resigned, after eight years of continuous and excellent service. Miss Ramsay, of Grade III, Sunnyside, was appointed in her place. Further readjustments were then made as follows:

Miss McEachern, of Grade IV, Miss Hopkins, of Grade III, and Miss Simons, of Grade II, Sunnyside, took the next higher grade in each case. The resulting vacancies in Grade III of the Normal Practice School and Grade II of the Sunnyside School, were filled by the appointments of Miss Leta Steen, of Cayley, to the former room, and Miss Esther Avis, of Calgary, to the latter.

Both of these new teachers had been our students and they have done excellent work. I am glad to say that the majority of our teachers either hold first class certificates, or are planning thus to qualify.

In July, Miss Nettie Sutherland, B.A., secretary, resigned after five years of very satisfactory service. Miss Sutherland was particularly valuable in her counsel to the students, in her willingness to assume responsible charge of matters of routine management, and in her general helpfulness. She has established a warm place in the regard of all the students who attended here during the years of her tenure of this position. In August Miss Ida Giles, late of the Invalided Soldiers' Commission staff, was appointed secretary. At the close of the Summer School, Mr. Arthur E. Brown, a veteran of the Great War, was, on Mr. Hutton's recommendation, appointed assistant in Manual Training. Both of these appointments have thus far been amply justified by the service rendered.

Outside educational meetings at which members of the Normal staff attended were the Inspectors' Conference in Edmonton in January, attended by the Principal; a conference of the Normal School Principals with the Department in Edmonton in March on Summer School Teachers' Courses; and two meetings, one in Calgary in September and one in Edmonton in October, on the eight months' Normal course, which has at last been decided on, but further efforts toward the completion of the details of this new course have been delayed by the epidemic conditions and by individual cases of illness or absence.

In consideration of our extra heavy attendance in the Fall session, members of the staff were not required to attend local conventions, other than at Calgary.

Toward the close of the second session we had the pleasure of listening to an address from the Minister on the occasion of his first visit to the Normal School.

It is very gratifying that, on the occasion of these visits, the head of the department so readily takes the Normal staff and the teachers in training into his confidence in regard to the forward movements projected by the department. We could only wish that it were possible for the Minister to visit the school more frequently, for there is no doubt that the students need the encouragement of direct proof that they constitute an important concern of the department, and that their training and their future service will be watched by the department with constant interest.

On behalf of the staff at the Normal School and the Practice Schools, I wish to express our appreciation of the generous consideration given us in the matter of supplies and of provision for accommodation and convenience of students and staff. We still look forward hopefully not only to the extension of the course, but to a more adequate building and equipment, and to a fuller and further reaching service than is possible in our present inadequate quarters.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

New School at Oyen.

REPORT OF W. A. STICKLE, B.A., B. PAED.,
PRINCIPAL, NORMAL SCHOOL, CAMROSE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the report of Camrose Normal School for the year 1918.

The attendance at the first session was about the same as for preceding terms. The number of men entering upon the work of teaching continued very small and these for the most part men too young for military service. The unrest consequent upon the great struggle in Europe undoubtedly tended to unsettle the plans of these men, many of whom joined the colors later in the year. In fact the work of this session was least satisfactory of any since the beginning of the war, and this condition was undoubtedly due to the terrible strain of March and April of this year. Below will be found a tabular statement giving the composition of the classes and the academic standing of each student.

FIRST SESSION	FIRST CLASS		SECOND CLASS		TOTAL
	Men	Women	Men	Women	
	10	32	11	54	107

WHERE PREPARED	Graduates	Undergrad.	Grade XII	Grade XI	TOTAL
Alberta	1	1	38	55	94
Saskatchewan	..	..	..	1	1
Manitoba	..	..	1	1	2
Ontario	..	..	..	4	4
New Brunswick	1	..	..	..	1
Prince Edward Island	..	..	..	1	1
British Columbia	..	..	..	1	1
United Kingdom	..	..	..	2	2
	2	1	39	65	107

Of these twenty received certificates of the first class and forty-four certificates of the second class. Fourteen students in each of the classes were conditioned in some part of the work and will be required to make up their deficiencies later. In the first class eight failed to secure certificates and seven in the second.

The second term opened on August 20th with no changes in the Normal School staff. Miss Logan and Miss Johnston of the Practice School staff, however, resigned at the end of the spring term, and their places were taken by Miss Jessie Crystal, of Carstairs, and Miss Leone McGregor, of Red Deer.

The enrolment for the term reached 94. Of this number three men and twenty-two women were training for first class certificates, and five men and sixty-four women were training for second class certificates. The following table gives a summary of the non-professional preparation of these students:

Where Prepared	Graduates	Undergrad.	Grade XII	Grade XI	Total
Alberta	3	2	20	56	81
Ontario	2	..		1	3
Nova Scotia	..	..		3	3
England	..			1	1
United States	..	..		6	6
Totals	5	2	20	67	94

On October 1st, G. Fred McNally, M.A., was promoted to the position of Supervisor of Schools for the Province of Alberta, and the present principal was installed. The vacancy on the staff was filled by the appointment of A. E. Torrie, B.A., Inspector of Schools, Macleod and formerly principal of the Practice School, Calgary. Mr. Torrie is fitted for his new work by both nature and training, and his enthusiasm and constructive attitude are certain to make him an element of strength in the institution.

During the fall, members of the staff assisted at various teachers' conventions. Miss Dickie gave an address on Literature and taught two type lessons at Vegreville; Miss Burnett spoke on "Play" and "Primary Literature" at Stettler; Mr. Tuck presented the subject of "Nature Study" at Wetaskiwin; and the principal gave three addresses at Chinook, one on "Present Day Tendencies in Arithmetic," one on "Measuring the Efficiency of the Teacher," and one on "Russia." This work brings the Normal School instructors into direct touch with the teachers in the rural schools and should be helpful to both.

One of the great weaknesses in the present type of teacher-training lies in the lack of close contact between the Normal Schools and the rural schools. This is particularly regrettable in view of the fact that the majority of the teachers being trained will teach in rural schools. The Normal School instructors have little opportunity of learning at first hand the needs of the country schools. A large proportion of the teachers-in-training have taken their Public School and High School training in graded town or city schools, and all their observation and teaching during the Normal School course are taken in the graded Practice School. Under such conditions, the work of the Normal School is greatly handicapped and its usefulness greatly limited.

Two or three partial remedies suggest themselves: (1) The Normal School instructors might spend two or three months each year in actual inspection of rural schools. (2) A model rural school might be built and operated in connection with the Normal School thus furnishing opportunity for observation of such a school in actual operation, and for practice work by the students. (3) Groups of students in charge of an instructor might be conveyed to neighboring rural schools for observation and practice. This latter plan would have the advantage of showing rural conditions as they actually are, but would involve rather serious difficulties.

On October 20th, the prevalence of Spanish Influenza led the local Board of Health to close the schools as a precautionary measure. Most of the Normal School students went to their homes but some remained and rendered very valuable assistance in fighting the epidemic, as did also several of the teachers. Schools re-opened on December 30th and it was decided to withdraw written examinations and give the time and effort for a month to practice teaching, closing the term on January 31st. During this month, the lecture work was confined to an effort to give the students a grasp of the spirit and contents of the Course of Studies, and of the chief principles of teaching and class management. The hearty co-operation of the staffs of the Practice

School and the High School made it possible for each student to teach seven or eight lessons and to observe critically the work of the regular teachers in every grade. Discussion groups in charge of Normal School instructors met each day to consider the work observed and to suggest improvements in the methods used. These discussions proved very helpful to all concerned.

When the school re-opened after the epidemic, Miss Thurston of Edmonton, a trained nurse, was engaged to give her whole time to the supervision of the health of students of the schools. Dr. Smith, the resident physician in charge of medical work for the Normal School also gave close attention to the students, with the result that very few cases of illness occurred during the balance of the term, and none of these cases proved serious.

At the end of the term, 25 students were recommended for interim first class certificates; 64 were recommended for interim second class certificates; 3 were recommended for third class certificates pending their return to the Normal School to repeat their practice teaching after a year's experience; and one was recommended for a letter of authorization. Six students of former terms returned to be re-examined on teaching. Four of these satisfied the staff that they had improved sufficiently to be worthy of a second class interim certificate; one was recommended for a third class certificate; while in the sixth case decision was reserved.

Special mention should be made of the very fine spirit which pervaded the activities of the students; the hearty co-operation of the members of all staffs; the efficient work of the janitors; the helpfulness of the Department of Public Works; and the interest and co-operation of the citizens.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Principal.

Grande Prairie School.

SUMMER SCHOOL FOR TEACHERS, 1918

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the sixth annual report of the Summer School for Teachers.

As in the past the sixth session of the Summer School for Teachers was held at the University of Alberta during July and the early part of August. The weather was ideal, the health of the students good, the surroundings conducive to serious, thoughtful effort and the student body unsurpassed from the standpoint of industry and enthusiasm.

Early in May it was learned that Dr. James C. Miller, who had organized the Summer School, and been largely responsible for the direction of its policy during the preceding five years, was likely to be absent from the province during the summer. As a consequence the present director was chosen to succeed him. It was a matter of great regret to the department and to the students that Dr. Miller was compelled to relinquish his work. The great success which attended the Summer School during the years of his administration was due, first, to his great enthusiasm for the work of improving the status of teachers in service, and, secondly to his great capacity for organization.

Several courses were offered during 1918 for the first time. In response to repeated requests a course leading to an elementary certificate in primary work was provided. This proved most popular from the outset. More than thirty teachers took advantage of this course, and successfully completed Part I. Part II will be organized and offered next session. The course includes during the first year as compulsory subjects: Child Psychology, English (Dramatization, Story-telling, Language and Reading), Music and Games, and Elementary Manual Arts. In the program of the second year, Child Study and English will be continued while courses in organization in Primary work, Number and Nature Study will be added. As indicated in another section of this report, the complete course represents 264 hours and represents additional professional qualifications of a high order and undoubted value.

A departure in departmental policy was also made in the matter of enabling teachers who already held second class professional certificates and non-professional first to qualify for interim certificates of the first class. This work has been divided into two parts, first, preliminary reading in Educational Sociology, Educational Administration and Educational Hygiene, and, secondly, a course of lectures at the Summer School in Psychology, Administration and Educational Problems. It is hoped through this arrangement that a large number of teachers holding certificates of the second class may be induced to improve their academic and professional standing.

For the first time a course in the direct method of teaching French was offered at the Summer School. This class was provided to enable teachers to qualify for the presentation of this subject in accordance with the new language regulations which came into effect at midsummer, 1918. The course proved a valuable one.

One of the most satisfactory features of the Summer School work is the fine spirit of co-operation and good fellowship which prevails. The experience of this session demonstrates that it is possible for teachers to forget proverbial class room attitudes and mannerisms and to judiciously combine serious study with periods of relaxation and fun.

A demonstration of the preparation and serving of a rural school luncheon was given by the Household Arts section on July 17th. This was arranged primarily for the inspectors that they might be in a position to advise the teachers under their supervision as to the organization of hot lunches in their schools. The demonstration was most successful, not only from the standpoint of the possibilities of such hot dishes in making the mid-day meal in rural schools more homelike, but also of the equipment necessary.

Every facility for making the Summer School a success was furnished by the University authorities. The teachers of the province are particularly fortunate in being able to carry on summer work under such favorable conditions, and amid such pleasant surroundings.

For various reasons, due largely to war conditions the attendance was not as large as in former years. Two hundred and ten students received instruction during the session. This number included twelve of the public school inspectors. During the morning the inspectors attended lectures in Agriculture and Nature Study. The afternoons were devoted to round table conferences on problems of administration and inspection.

The following tables present an analytical statement of the work covered by the Summer School during this session. In all some fifty courses were given and more than thirty instructors employed.

COURSES	No. of Students Receiving Credit
Agriculture I	13
Agriculture II	13
Agriculture for Inspectors	12
Nature Study I	24
Nature Study II	12
Botany	8
Zoology	8
Textiles	11
Household Art I	8
Theory of Foods I	13
Household Science I	12
Household Management	5
Theory of Foods II	7
Household Science II	7
Household Art II	5
Household Art Methods	5
Household Science Methods	6
Art Methods I	50
Art Methods II	7
Drawing and Painting I	26
Drawing and Painting II	6
Design I	16
Design II	9
Mechanical Drawing	7
Cardboard Construction	7
Elementary Manual Arts I	41
Elementary Manual Arts II	4
Elementary Manual Arts Methods	1
Penmanship	12
Woodwork Methods	4
Woodwork	1
Home Nursing	17

COURSES	No of Students Receiving Credit
First Aid	19
Folk Dancing	21
Physical Training	18
Normal Class	6
First Class	15
Primary Class	28
French	9

As organized at present the work of the Summer School offers courses leading to six certificates, viz., Elementary Science, Elementary Household Arts, Elementary Art, Elementary Manual Arts, Elementary Woodwork, Elementary Certificate in Primary Work.

The following outlines show in detail the requirements of each certificate:

ELEMENTARY SCIENCE	No. of Periods	Length of Period minutes	Total No. of hours
Nature Study I	44	90	66
Agriculture I	44	90	66
Nature Study II	44	90	66
Agriculture II	44	90	66
ELEMENTARY HOUSEHOLD ARTS			264
Household Science I	22	90	33
Theory of Foods I	22	45	16½
Household Art I	22	90	33
Textiles	22	45	16½
Household Management I	22	90	33
Household Science II	22	90	33
Theory of Foods II	22	90	33
Household Art II	22	90	33
Household Art Methods	22	45	16½
Household Science Methods	22	45	16½
ELEMENTARY ART			264
Art Methods I	22	90	33
Design I	22	90	33
Drawing and Painting I	22	90	33
Mechanical Drawing I	22	90	33
Art Methods II	22	90	33
Design II	22	90	33
Drawing and Painting II	22	90	33
ELEMENTARY MANUAL ARTS			231
Elementary Manual Arts I	22	90	33
Design I	22	90	33
Mechanical Drawing I	22	90	33
Elementary Manual Arts II	22	90	33
Cardboard Construction	22	90	33
Elementary Manual Arts Methods	22	90	33
ELEMENTARY WOODWORK			198
Woodwork I	22	180	66
Design I	22	90	33
Mechanical Drawing I	22	90	33
Woodwork II	22	180	66
Mechanical Drawing II	22	90	33
Woodwork Methods	22	90	33
			264

ELEMENTARY CERTIFICATE IN PRIMARY WORK	No. of Periods	Length of Period minutes	Total No. of hours
Primary Work I (Child Psychology, English, Music and Games)	44	90	66
Art Methods I	22	90	33
Elementary Manual Arts I	22	90	33
*Primary Work II (Child Psychology, English, Number, Organization)	44	90	66
Nature Study I	44	90	66
			264

* Course to be offered in 1919.

I have the honour to be, Sir,

Your obedient servant,

G. FRED MCNALLY,
Supervisor of Schools.

REPORTS OF INSPECTORS

REPORT OF P. H. THIBAUDEAU, B.A.,
STETTLER INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report on the condition of education in the Stettler Inspectorate for the year 1918.

This inspectorate, roughly speaking, comprises an area within a radius of about thirty-five miles of the town of Stettler; from Tees on the west to Halkirk on the east, and from Edberg on the north to township thirty-three on the south, all inclusive. It contains one hundred and thirty-seven rural school districts, two of which were organized during the year, and twenty-two departments.

Only three districts did not operate school during the year. Two of these were the new districts and did not get their school houses built and the third had only three children. By arrangements with another district these children were provided with school facilities.

Hot noon lunches during the winter months were tried by an increasing number of teachers, and all regard them as of very great benefit to the pupils. When one considers the hurry in getting the children off to school in the short, cold, winter mornings, and the fact that the noon lunch chills and likely freezes on the way to school, one can realize the tonic effect on the small pupils of a cup of cocoa or of hot milk. This feature of school was particularly successful at Ripley, at Zenith, and at Stewartwyn.

Our sixth annual convention was held in Stettler on October the tenth and eleventh. Eighty-seven teachers were in attendance. The program was fully carried out; the papers that were given and the discussions that followed maintained the usual high standard of our conventions. An interesting feature was the attendance of twenty-four children of the thirty enrolled at the Gough Lake school, which is forty-five miles from Stettler. These children under the skilled training of their teacher, won the splendid trophy donated by the Pride Nash Company for school singing, with by far the best score yet attained. At the fair this school stood first with 127 points, while the school standing second had 34. This shows what an enthusiastic teacher can do with children and stands out in marked contrast with some other schools, as for example, some which are adjacent to Stettler and have not yet sent in a single article to our fairs (though we have held four) nor a child to our sports, although there have been six opportunities for doing so.

There was an increase in the number of school gardens started, but owing to the month of June being rather dry these were a failure.

On account of the heavy enlistment of the male teachers from the inspectorate for active service overseas, those left formed only about ten per cent of the teaching body and accordingly the number of permits issued was slightly increased. The following teachers enlisted from this inspectorate and saw service overseas: A. M. Shook,

(aviation corps), Aunger S.D. No. 2008; D. T. Wright, Jakes Butte S.D. No. 3030; Geo. Hardy, Big Valley S.D. No. 2545; John Lees (killed in action), Stettler High School; Meredith C. Griffith (killed in action), Prairie Grove S.D. No. 836; Granton Griffith, Silver Prairie S.D. No. 1230; John Hollingshead, (prisoner of war in Germany), Wild Rose S.D. No. 1129; Alex. Ross (killed in action), Kindergarten S.D. No. 1694; Austin Holmes (killed in action), Nebraska S.D. No. 586; R. L. Pretty, principal, Mirror Consolidated S.D. No. 31; Hugh Blackmore (killed in action), Jarvis Bay S.D. No. 856; C. R. Carman (killed in action), principal, Alix Consolidated S.D. No. 12; Wesley Irwin, M.M., Leo S.D. No. 2279; R. B. McGillivray, Zenith S.D. No. 1620; Findley Reid (killed in action), Ranching S.D. No. 1877; Harold Riddell (died overseas), Lake Bend S.D. No. 1511; Norman Scott, Science Mound S.D. No. 1417; Harold W. McAllister, Science Mound S.D. No. 1417; J. K. Mulloy, Liberal S.D. No. 1462; W. J. Smith, Imogen S.D. No. 1945; J. S. Hamilton, Ferry Point S.D. No. 790; J. B. Coupland, Spring Lake S.D. No. 1602; W. A. Henry, Docendo S.D. No. 2076; C. P. Garvey, principal, Gadsby Consolidated S.D. No. 21.

Donalda Consolidated S.D. No. 37 was formed in August and started operation in September. The results have been very pleasing to the ratepayers both educationally and financially. The children drawn in the van have attended better on rainy days than those in the village, and the cost of operating the vans is four dollars per day less than the estimate given at the organization meeting. This is the fourth consolidated school in this inspectorate.

School playgrounds, school games and athletics are getting more attention from year to year. This is very important, especially in non-English speaking settlements, as the teacher then has the spoken English of the play-grounds as a basis of the written English of the school room.

The use of the school as the social centre of the community has considerably increased during the past year. In this line I believe that Bye Moor S.D. No. 2927 takes the lead.

Several teachers' movable residences were built during the past year. They were placed near a farm house. In this way the teacher avoids the loneliness consequent on the residence being placed on the school grounds, and yet she has the comfort of being free from interuption in the evenings to prepare her school work and keep up her professional reading. Of the three stationary teacherages which were in the inspectorate only one is now used as a teacher's residence, the others having been disposed of.

English is the only language either taught or used for instruction in any school in the inspectorate. There is no bilingual problem in this part of the province.

A splendid school fair with sports was held in Mirror by the teachers of Ripley, Alix, Bashaw, Whitebrush, Mirror and other schools. Great credit is due the teachers of these schools for their enterprise, labor and good professional spirit in conducting these affairs. I would be greatly pleased to see other centres follow this worthy example. The teachers at Endiang and Bye Moor also organized and conducted splendid fairs and sports. The sports at Stettler in June were rather poorly attended owing to rain; but the town school had a splendid field day in September. Principal Smith and his assistants deserve praise for this departure and its success.

The graduates of our Provincial Normal Schools are, in my opinion, more efficient than are those coming to us from other provinces in at least two respects, namely, in primary work and especially in methods

of teaching reading in the lower grades. The change in methods of teaching the various subjects within the past twenty years is not so noticeable in the higher grades. The methods of teaching the various subjects do not change greatly from year to year, the chief improvement during the past year being the attention given to oral reading.

I have the honor to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,
Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc.
EDMONTON INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1918.

This inspectorate comprises the city of Edmonton and a few miles of country around it.

There are in the inspectorate 211 graded public school departments and 47 graded separate school departments in the City of Edmonton, 4 graded separate school departments in the village of St. Albert, 5 graded departments in the village of Beverly, 4 semi-graded rooms in East Edmonton, 4 other rural schools with 2 semi-graded rooms in each, and 27 single-roomed rural schools. This totals 306 departments in the inspectorate.

Most of the rural schools of the inspectorate are in well settled and prosperous communities and there is a general feeling among the people that they would like their children to have better educational facilities than they have had up to the present. This feeling shows itself in the serious enquiries about consolidation that are prevalent; and while no consolidations have, up to the present, been accomplished, I believe that in the near future some two or more consolidated districts will be formed in the inspectorate.

Building operations have been very limited in the rural districts this year. Sturgeon district is the only one which has erected a new school. It is a beautiful two-roomed brick building with full basement and hot air heating.

Building in the city has been restricted to a four-roomed addition to Garneau school, the erection of a four-roomed building in Glenora and an addition to the machine shops of the Technical School. These buildings and improvements in the city represented an outlay of approximately $24,500.

In the city schools there has been some increase in the number of pupils enrolled as the attached statement will show.

In January, 1918, the following are the numbers enrolled:

City Public schools	8,784
City High schools	1,084
Technical school	229
Roman Catholic Public	1.049
Roman Catholic High	147
Total	11,293

In January, 1919, there were enrolled as follows:

City Public schools	9,141
City High schools	999
Technical school	186
Roman Catholic Public	1,047
Roman Catholic High	137
Total	11,510

These statements show an increase of 217 in the enrolment for January, 1919, over that for January, 1918.

This year the Edmonton city board has established a Junior High School in Westmount public school where, in addition to the work of Grade IX, French is taught to Grades VII and VIII.

The city separate school board this year introduced medical inspection of its schools. By arrangement with the city public school board Dr. Dunn devotes part of his time to the inspection of the pupils of the separate schools. Three nurses employed by the public school board assist the medical inspector

The year of 1918 has been a very broken one for the schools of the province, on account of the serious epidemic of influenza which visited it, and the schools of this inspectorate suffered with those of the other parts of the province. On account of this sickness all schools were closed on October 21st and remained so until the end of the year. This caused a very serious interruption in the school work of the year, the results of which will likely be apparent in the midsummer promotion examinations in 1919.

During the time the schools were closed most of the teachers gave their services as nurses or helped in any other capacity in which they were needed.

Three teachers from the inspectorate died from the effects of the epidemic: Mr. C. A. Curtis, of the South Side high school, Miss Della Swales, of the J. A. McDougall school, and Mr. Arol Faulkner, of Huron rural school. All three were making valuable contributions to the educational work of the inspectorate.

Our schools still suffer from lack of supervision. This year an effort was made to visit all rural schools of the inspectorate twice, and this was accomplished except in the case of three schools which had not received the second visit when influenza broke out. Many of the city schools were not visited at all, which is regrettable but unavoidable on account of the broken year and the pressure of other inspectoral duties besides those of actual school visiting.

The rural schools have suffered too on account of frequent changes of teachers. In each of 19 rural schools I found a new teacher on the occasion of my second inspection for the year. One school had four different teachers in the first six months.

The building of comfortable teachers' homes on the school grounds and the payment of salaries sufficient to induce good men to make teaching their life work would, I believe, do a great deal towards retaining the services of desirable teachers in rural communities.

Five rural schools in the inspectorate were compelled to engage permit teachers. Only one of these did effective work in her school.

The enforcement of The Attendance Act in the rural communities brought good results. I have found that it is rarely necessary to prosecute. A visit to the delinquent parents accompanied by the serving of a warning notice usually results in the children being sent to school.

On account of the outbreak of influenza the Northern Alberta Teachers' Association did not hold its annual convention.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,
Inspector of Schools.

REPORT OF WALTER SCOTT, B.A.
HARDISTY INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hardisty Inspectorate for the year 1918.

The boundaries of the inspectorate were changed during the year. The territory on the west side as far east as Strome was added to the Camrose Inspectorate. The country south of Battle River around Wainwright and Chauvin was joined to the Hardisty Inspectorate. The new inspectorate is larger and much less compact. At the end of the year it contained 165 rural districts and 31 departments of graded schools. In the country east of Battle River there is still considerable unorganized territory and pioneer conditions largely prevail there.

Weather conditions during the year have been exceptionally favorable for doing the work of an inspector. It has been possible to use a car for doing rural work much the greater part of the year. Owing to the very limited rainfall the roads have been good. Profiting by their experience of the wet years in 1916 and 1917, the farmers have been very active in road-making. The improvement in this respect has been most marked. In the western part of the inspectorate especially, hundreds of miles of graded roads have been made. Altogether, the physical conditions under which work was carried on were very favorable indeed during the year.

In the early part of the year I endeavored to improve the auditing of the books of the rural districts. I called on the auditors and discussed with them their work. I pointed out the effect of careless auditing not only upon the records of the rural secretaries but also upon the business methods of the boards of trustees. I found but one auditor who began his audit of a set of books with the minute book of the district. It is worthy of remark also that a careless secretary generally finds a careless auditor to look over his books. During the winter I called upon the secretaries in order to discuss with them the keeping of records and the business methods of the boards of trustees. I asked for regular monthly meetings of the boards. After spring work begins it is not possible to do this work as the farmers are not usually to be found about their homes.

Three consolidations were effected during the year. Unfortunately in two of them serious misunderstanding has arisen and the work has been badly hindered thereby. It will be necessary to go slowly in this work in future; to most of the ratepayers it is too new and too big a proposition to be decided in a few weeks or a month. Care will have to be taken that the whole scheme of consolidation is fully understood before the final vote is taken.

Boards of trustees have had to contend with various unusual circumstances. Early in the year measles and chickenpox became epidemic in many localities. These outbreaks were followed toward the close of the year by the plague of influenza which made it necessary to close the schools during November and December. Sickness of one kind or other has been unusually prevalent and the attendance has been seriously interfered with thereby.

The new plan of enforcing The Attendance Act has made a decided change in the work of an inspector. In previous years it has been possible to look after the attendance while visiting schools for inspection purposes; it was a part of the inspection work. It is now necessary to follow the direction of the department in regard to attendance work and the inspection must be done as time will allow. Inspection cannot now be systematically arranged for. The attendance work is much better and more promptly done, but the work of inspection has been badly disorganized.

In the enforcement of The Attendance Act I have endeavoured to prevent any hardship being done. In every case I have made a personal investigation of the circumstances where the teacher reported unfavourably upon the effect of the warning notice. The information furnished to the teacher is often very unreliable and it is very unsafe to begin prosecutions upon such information. In three cases it was necessary to prosecute after everything had been done to bring about proper attendance. In two other cases the outbreak of influenza prevented prosecutions. There has been a decided improvement in the enforcement of The Attendance Act during the year.

I have been official trustee of three districts during the year. One of these has now a board of trustees of its own and is very successfully managing its own affairs. The second district is in condition to go back to a board of trustees which will likely be elected at the annual meeting. The third district, Breedford, is likely to be administered by an official trustee for some years yet.

It has not been necessary to give much time to financial work during the year; apparently boards of trustees have not had much difficulty with finances. Organization work has, however, taken considerable time. The main difficulties have been caused by small blocks of territory left unorganized. In most cases these have been too small to form separate districts and they have had to be joined to other districts.

It was planned to extend the work of the school fairs during the year. The usual fairs were held at Sedgewick and Alliance. These fairs have been very successful for several years and are now to be regarded as established facts in the life of the schools. Nineteen districts were organized to hold a fair at Hardisty. Seeds were distributed and all preparations were made, but owing to the very unfavorable year it was decided not to hold the fair.

Arrangements were made for holding the annual convention at Camrose. A number of new features were introduced into the programme, one being an actual rural school in session. Owing to the influenza it was necessary to postpone indefinitely the holding of the convention.

There is little to report in regard to the internal working of the schools. It cannot be said, speaking generally, that there has been much improvement. Boards of trustees and teachers have, however, attempted to keep up the standard of efficiency as it was before the war and with reasonable success, It is a matter of congratulation

that in the stress of war our young people have suffered so little educationally. The schools have been kept in operation and the best teachers available have been kept in charge.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,
Inspector of Schools.

REPORT OF H. R. PARKER, B.A.
FOREMOST INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Foremost Inspectorate for the year ending December 31st, 1918.

This inspectoral division lies in the south-east corner of the province and extends from Saskatchewan westward to range fourteen and thence northward to the Bow River about the middle of range fifteen. The north boundary followed the Bow River in ranges fifteen and fourteen, the north of townships thirteen in ranges thirteen, twelve and eleven, the South Saskatchewan River in ranges ten, nine and eight, and the north of township nine in ranges seven to one. The whole area is divided into small sections by numerous coulees and the east and south-west portions are particularly rough and difficult of access.

The nature and extent of the territory, the large number of attendance cases, investigations and work in connection with consolidated schools in the organization stage, prevented close and systematic supervision of the work in rural schools. From the commencement of field work in January until the first of November, only two weeks were free from special work required by the department. Supervision was largely determined by the location of trouble in organization and finance. However, with five exceptions, schools had all been visited before the outbreak of epidemic influenza in the latter part of October. The five exceptions were closed early in October and remained closed until the end of the year. The inspector of the district contracted Spanish Influenza on the second of November and was prevented from doing field work for the five weeks following.

Buildings throughout the district, with few exceptions, are frame. Three modern brick structures were erected during the year. Ventilation, heating and lighting are generally good. With few exceptions boards employ janitors to attend to fire, building, sweeping and dusting. In very few cases has any attempt been made to fence or beautify school premises. In many districts school gardens were attempted, but during the year I found only two which proved successful. The average equipment is considerably above the minimum required by the departmental regulations.

Of the ten consolidated schools in the inspectoral division, only three were beyond the organization stage at the beginning of the year. One was established in July and four others had not been in operation as consolidated districts prior to 1918. In districts where public sentiment has been strongly in favor of consolidation the running of the schools has been smooth and an unqualified success. In districts

where the sentiment was about equally divided at organization, difficulty has generally arisen and an opposition faction has interfered with the efficient working of the schools. In one case trouble became so acute, owing largely to having a board opposed to consolidation, that it was found necessary to appoint an official trustee to administer the affairs of the district. In this case it was found possible to furnish a more efficient van service at an annual cost of about $2,000 less per annum than the former service. This practically killed the opposition which had been growing. By constant and close supervision of the work of the secretary and school board of each of these districts until the consolidation is working smoothly and, by exercising proper care in organization, consolidation is likely to prove an unqualified success.

While a large number of schools operate throughout the year without compulsion there are not a few districts where indifference to education keeps the school closed for several months of the school term. Quite frequently, yearly school is held in one district while immediately adjoining, and with exactly similar conditions, lies a district which attempts to keep its school closed from December to March under the argument that these months are too cold for the children to attend. A third district will contend that the summer months are too hot to keep school in operation. In almost every case the opposition to yearly school is really an attempt to "keep the tax down." The winter attendance is usually as large and as regular as the summer attendance. Strenuous efforts were put forth to keep schools open but, with the scarcity of teachers, it was impossible to get the desired results in all cases.

The tendency to offend against The Attendance Act is noticeable throughout the whole district but is most marked among European immigrants. Out of nineteen convictions under the Act, fifteen were against parents from Continental Europe, two from the British Isles, one from the U.S.A., and one Canadian. In the cases of the parents of thirty-seven children served with warning notices, other than those served from the department, four parents were convicted. Toward the end of the year a marked difference was noted in the effect of the service of warning notice.

Of one hundred and fifteen teachers whose work was examined, the standing was as follows:

First class diplomas	12
Second class diplomas	45
Third class diplomas	17
Permits	33
No authority to teach	8

Three of these held the degree of B.A.

While the majority of the teachers are earnest and energetic in their work, it cannot be denied that there is also a small minority whose chief aim is to draw salary and who have no conscientious scruples about taking this salary without giving any adequate return for value received. Many teachers are able to teach a single lesson well, but fail to organize the work for the term or to produce coherence in their work or correlation among the various branches of the school curriculum.

The work in reading is generally of a mediocre character. While words are generally readily recognized, expression, and comprehension are frequently indifferent or wanting. Arithmetic is generally overstressed. This is particularly noticeable in schools where parents are non-English-speaking and where the tendency is to have pupils do Grade IV and V arithmetic before Grade I reading is mastered. Language and Composition are only fair. Work in Drawing, History,

Writing and Grammar varies from poor to good. In Geography, selection of material is poor. Few of the higher grades understand the survey system of the prairie provinces and it was a rare exception to find a class that knew where salt and petroleum were found in Canada. Agriculture and Nature Study can scarcely be classed among the subjects taught. While these subjects usually appear on time tables an examination of the work done shows that the pupils' knowledge is largely derived from text-books and from notes dictated by the instructor.

During the year a determined effort was made to strengthen the teaching of English in schools where the settlers were of foreign extraction. Teachers were urged to devote double the proportion of time to English and to be very careful that the pupil left school with a working knowledge of our language even if he never mastered the intricacies of vulgar fractions or square root. There was no attempt on the part of any board to have any part of the school day devoted to the teaching of any foreign language, nor was there any district which employed a teacher capable of teaching the language of the settler where this language was other than English.

During the year eight new districts were organized and four of these were formed into a consolidated district. Two other districts were under way but had not been gazetted at the end of the year.

During the year material progress was made in the operation of consolidated schools. The importance of continuous school under properly qualified teachers became more generally recognized. Settlers from Russia, Germany, Finland, and other European countries were impressed with the necessity of keeping their children at school and with the idea that they must learn the English language if they were to remain in Canada. Throughout the district there was a marked improvement in the regularity of attendance and the general efficiency of the school.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,
Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A.
VEGREVILLE INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1918.

This inspectorate for the year 1918 extended in a general north-easterly direction to the interprovincial boundary and north across the Beaver River and so contained many schools in outlying settlements. The majority of the schools are non-English, Ruthenian and French, twenty-five being of the latter nationality.

During the year three districts were organized and two graded departments were added.

Some of the outlying districts have not yet erected school houses. The high cost of material and labour, and generally unsettled conditions account in large measure for this state of affairs.

School grounds as a rule consist of two acres, and most of them are fenced, but only in a few cases has anything further been done in the way of improving and beautifying them. Except in a few instances nothing worth while has been done in the way of school gardening.

Most of the school houses are commodious and are in good repair. The newer buildings are much better planned for lighting and ventilation and for conveniences, such as cupboards and shelves, and are much more attractive than the older ones. The equipment is, on the whole, good and fairly sufficient. Many of the schools have excellent libraries.

It has always been impossible to get an adequate supply of trained, efficient, and experienced teachers for the non-English schools, especially for those in outlying districts. Many of these schools are suitable only for male teachers and since the outbreak of the war the male teacher has become a rarity. The shortage of teachers of any sort has been felt more keenly this year than ever before. So difficult was it to get teachers that many schools did not open until May and quite a number closed in September.

Few of the schools in non-English districts were in operation throughout the whole year. This was due in part to the scarcity of teachers, and in part to the fact that on account of unfavourable living conditions it is difficult to induce teachers to remain in most of these schools during the winter months. In some cases the short terms are due to fear of a high tax rate, but this is not so general as the other difficulties.

In English-speaking districts nearly all the schools are operated, practically, as yearly schools. In these schools the attendance and progress has been, on the whole, pretty satisfactory. Composition continues to be generally unsatisfactory both as to method of teaching and results. History and Geography are not given the attention they should receive and the results are poor.

In the non-English schools the progress has been good in the yearly schools, especially where the same teacher has been in charge for several years. In a number of such schools English has become the language of the playground and the children use it in conversation with each other. However, these schools are few in number, and, on the whole, the progress in the acquisition of English and in Canadianizing the pupils and people has been disappointing. The prospect of very much improvement does not seem bright unless some means can be found to do away with the short term school and to prevent the consequent frequent change of teachers. Permanency and experience on the part of the teaching staff are necessary to success in this work. So far in most of these schools teachers do not remain long enough to really get to know the children and people or to win their confidence.

High school work is being done in all the graded schools and so far as one can judge by examination results it is being well done.

A convention of the teachers of the Vermilion and Vegreville Inspectorates was held in Vegreville, October 10th and 11th. It was fairly well attended and the papers and discussions were interesting and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,
Inspector of Schools.

REPORT OF F. G. BUCHANAN, B.A.
HANNA INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hanna Inspectorate for the year ending December 31st, 1918.

At the beginning of the present year the Hanna Inspectorate comprised 173 departments, 155 of which were rural and ungraded schools. During the year the district was divided, the eastern part being formed into the new Chinook Inspectorate and the western part, with some districts added on the south and south-west, remaining as the Hanna Inspectorate. At the end of the year the rural districts in the inspectorate numbered 105 and the graded departments 19. This alteration in the size of the inspectorate and this decrease in the number of the schools to be visited had become very necessary if all schools were to be inspected even once and if the work arising out of organization of new districts, school attendance and the office of official trustee was to receive proper attention.

This part of the province again suffered severely through lack of rain and the consequent crop failure. The people, however, are in better financial condition than they have been in previous poor years and although monetary difficulties prevented many districts from making other than the necessary expenditures on the school plant, a considerable number of school districts have re-painted their school buildings, purchased additional equipment and fenced the grounds during the past year. Four rural schools have been built during the year and a two-roomed brick veneer school building is in process of erection in the village of Craigmyle.

I consider that the enforcement of The School Attendance Act has been more effective than in previous years. This has been particularly noticeable in the few foreign schools of this inspectorate where the percentage of attendance, which in past years had been very low, has been brought up to the average of other schoools. In nearly all cases the issuing of warning notices by the Chief Attendance Officer resulted in subsequent regularity of attendance. Only one prosecution was conducted during the year in this inspectorate.

As in previous years' investigations, the enforcement of school attendance and duties as official trustee occupied a considerable portion of my time. Two weeks in the month of May were spent in assisting the department to place teachers from Ontario and British Columbia. During the year I have been official trustee of six districts, in two of which boards of trustees have already been elected; two others are now included in the new Chinook Inspectorate; in the fifth, which I have held for about two and one-half years, trustees are to be elected at the approaching annual meeting. This will leave me to begin the year 1919 with but one official trustee district on my hands, Dorothy S.D. No. 3451.

The year has not been favourable for school gardening or tree planting and very few districts have done anything along these lines.

From the standpoint of the inspection of schools the year has been unsatisfactory. An unusual amount of other work during the spring term and the outbreak of Spanish influenza towards the end of the year considerably shortened the time that could have been given to the visiting of schools. Not all the schools in the inspectorate were visited once and only a few were visited more than once.

And yet, considering the increased number of teachers on permits (thirty per cent. of the schools inspected as compared with twenty-five per cent. last year being in charge of unqualified teachers), and considering the large number of inexperienced teachers that are in this inspectorate, the need of frequent visits and real supervision of the school work was never greater. A few instances occurred where permit teachers had been conducting schools for some months and were nearing the end of their terms before I was able to visit them. These teachers would undoubtedly have done more effective work had assistance and advice on school problems and difficulties been given earlier in the term.

The pupils of many rural schools, particularly those distant from the railroad, are poorly graded and much retarded. Instances have been noted during the past year where pupils who were apparently of average intelligence have been retained in one grade for two and three years. These conditions appear to result to a considerable extent from the continual change of teachers, the employing of unqualified teachers and lack of close supervision. Rural schools near the railroad that have always been able to engage qualified teachers do not show these conditions, and the standing and progress of the classes in many of them has been excellent.

Too much praise cannot be given to the large number of teachers in town, village and rural schools who unselfishly devoted themselves during the influenza epidemic to nursing and caring for the sick. Many contracted the disease and a few died as a result of their self-sacrificing efforts and work.

A combined convention of the teachers of the Hanna and Chinook Inspectorates was held in the Consolidated School at Chinook on the 17th and 18th of October. There was a larger attendance than in previous years in spite of the epidemic which broke out at that time.

I have the honour to be, Sir,

Your obedient servant,

F. G. BUCHANAN,
Inspector of Schools.

REPORT OF J. MORGAN, B. A.
LETHBRIDGE INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year 1918.

The bound areas of this division remain the same as in 1917, embracing 136 townships. About 32 of these are still unorganized into school districts. During the year, 18 new districts were organized and eleven of these were included in consolidations. Eight departments were added to graded schools. From the above it will be seen that there has been a steady increase in school population both in the country and in urban centres. I have now 81 one-room schools and 123 departments in graded schools. There are now thirteen consolidated schools including 52 units in my territory.

Throughout the year the supply of qualified teachers was almost equal to the demand. A few permits were issued, but as a rule they were to persons who had had some previous experience in teaching.

Teachers' salaries advanced somewhat, $900 and $1,000 being paid in a number of rural schools. The increase is not in proportion to the increase in cost of living, but it is to be hoped that the advanced salaries will be paid after prices in general return to a pre-war basis.

Year by year it becomes more difficult for the teacher in the rural and the village school to secure a suitable boarding place and the teacher's residence on the school grounds seems to be the remedy. I now have eighteen of such residences, an increase of nine during the year. I am pleased to see that better residences are being built of late. I find that where there is a residence there is less difficulty in securing and retaining a teacher.

Early in the fall five colonies of Mennonites from South Dakota settled in my inspectorate. They have the community system of living and holding property. They speak German and they believe that allegiance to any sovereign or government is contrary to the principles of Christianity, When you formed these colonies into school districts and appointed me Official Trustee I proceeded to erect teachers' residences and school buildings, and these are practically completed now and ready for occupation and operation. Early in the new year the best teachers available will be secured for these schools, as the task of Canadianizing these people will present special difficulties.

In September the first school fair in my division was held at Coaldale. Only two rural schools united with the Coaldale Consolidated School in holding this fair, but the educational possibilities of this undertaking were so manifest, and the enthusiasm shown was so great that the school fair of 1919 is certain to take in all the adjacent rural schools. Much credit is due the staff and the board of the Coaldale Consolidated School for their initiative and perseverance in introducing this line of educational work into the south country.

Apart from the Agricultural work done in connection with this fair, very little was accomplished in my schools during the year. Very little interest was shown in either school gardens or home gardens. Knitting was about the only line of manual training taken up except in the Separate School in Lethbridge, where good progress was made in needle-work. Art and Music were taught satisfactorily in the Lethbridge schools but these subjects did not receive the attention they deserved, in other schools as a whole. However, the Raymond school was an exception, as excellent results were secured there in music. During the time of the war there seemed to be a tendency to concentrate all teaching effort on the subjects that are popularly held to be the essentials in an education. I hope that the return of peace will enable parents and teachers to take a broader view of the educational needs of the pupils.

The "three R's" andr elated subjects were taught well in nearly all my schools, and there has been a marked increase in the number of pupils reaching and even completing Grade VIII. To a considerable extent this encouraging feature may be attributed to The School Attendance Act and the Act requiring yearly operation of schools. The Attendance Branch was diligent in securing information regarding irregular attendance of pupils and prompt in dealing with negligent parents. In seventeen cases I sent out warning notices myself. In many cases I followed up the warning notices sent by the department or myself by personal visits to the parents and in this way I was able to avoid prosecutions except in two cases. The prevalence of Spanish influenza interfered with operation and attendance very seriously during the last three months of the year.

The number of schools operating for ten months in the year is steadily increasing and the short term school will soon be a thing of

the past. I am pleased to be able to say that fewer schools are taking holidays in the winter than formerly and July and August are being recognized as the proper time for vacation.

Crops were very light here in 1918, owing to the light rainfall. In spite of this fact very few school boards are finding any difficulty in financing their schools. During the year I acted as official trustee of fifteen districts for a longer or shorter time and in no case was the district placed under my charge because of financial troubles. I am now official trustee in nine districts. Five of these are Mennonite colonies.

I did less real inspecting in 1918 than in any previous year, as more of my time was taken up with other lines of work connected with your department.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B.A.
OLDS INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1918.

On January 1st, 1918, my inspectorate was composed of 164 departments in the form of a rectangular block extending from range 22, west of the 4th meridian, on the east to range 8, west of the 5th meridian, on the west, and from the town line between townships 35 and 34 on the north to the township line between 27 and 26 on the south, with a few townships cut out on the south-east. On September 1st this inspectorate was reduced in size. For the remainder of the year 1918 the eastern boundary was a zigzag line extending from near the eastern boundary line of range 25, west of the 4th, on the north, to near the eastern boundary line of range 28, in the south. The inspectorate was then composed of 123 departments.

During the first term of 1918 considerable work was done in all parts of the inspectorate as then constituted. My attention was not concentrated on the new and smaller inspectorate until some time in September. Preparation for the teachers' convention in October consumed considerable time.

Towards the close of October many schools closed on account of the epidemic of influenza. From October 31st, when the provincial ban was put on all public meetings, until the close of the year, practically all the schools in my inspectorate were closed on account of the epidemic. Except for this fact, doubtless the inspectorate as constituted on September 1st, would have been covered in 1918.

During the year considerable time was devoted to the operation of schools. Twenty-nine schools were put in operation through the direct efforts of the inspector. Thirty-five teachers were placed in schools. This entailed much correspondence with teachers and many telephone conversations with both teachers and trustees. The trustees, of rural schools more particularly, are depending more and more on

the inspector to secure teachers for them. Owing to the scarcity of teachers many schools did not open until well on in the year.

During the year 1918 one hundred and eighty teachers were employed in the Olds Inspectorate, as constituted on December 31st.

With first class certificate	29
With second class certificate	116
With third class certificate	9
With permits	26
	180
With B.A. degree	11
With M.A. degree	1

Out of ninety-eight rural departments forty-two changed teachers once during the year. Two districts changed teachers twice during 1918.

There were two two-roomed schools in my inspectorate at the beginning of 1918. Both schools changed their entire staffs at mid-summer, the one school adding an additional teacher. The one four-room school changed the entire staff, except one teacher, at mid-summer. The one eight-room school employed twelve teachers during the year. Where there are so many changes in teachers the work done could not be considered satisfactory.

Commendable improvements were made in the following districts: Olds built an addition to the High School building and opened up another department in the Public School. Didsbury and Crossfield established an additional department in the Public School.

Clover Mount S.D. No. 811, Burnside S.D. No. 828, Rugby S.D. No. 1256, Eagle Hill S.D. No. 1448, Bergen S.D. No. 1823, and Innis Lake S.D. No. 2237—all rural districts—made improvements to equipment or buildings.

Two types of school garden were in operation in my inspectorate during 1918. The home garden movement under the joint jurisdiction of the Departments of Agriculture and Education, through officials of both departments, was continued this year with even greater enthusiasm and success than in former years. Forty-six schools participated in this work. There were approximately 550 gardens, and though supervision was practically impossible when there were so many, the majority of the gardens were satisfactory. School Fairs were held at Olds, Bowden, Trochu and Derbytown. The exhibits at these fairs were of a high order and valuable prizes were awarded. The attendance at all these fairs was large. The interest displayed in the school fair at Olds was so great that it was found necessary to combine the School Fair with that under the direction of the local Fair Association, otherwise the success of the latter was very much in doubt.

So much enthusiasm was felt by both parents and children concerning the home gardens under the direction of the teacher, the inspector and the agent of the Department of Agriculture that the bona fide school garden, operated on the school grounds, suffered on account of lack of interest. The discouragements in connection with this type of school garden are familiar to everybody in touch with school work. They are, briefly,—

1. The majority of the teachers have had no training in this branch of the school work.

2. The frequent changes of teachers, particularly in the rural schools.

3. The inability of the inspector to supervise the work in these gardens and to see that it is properly correlated with the work in Agriculture, Nature Study and other subjects. This supervision is imprac-

ticable on account of the pressure of other work. However, the inspector visited ten rural districts in which school gardens flourished to a greater or less extent. In seven other districts flower gardens had been planted and were quite a success.

One of the most important duties of the inspector has been to assist in the enforcement of The School Attendance Act. During this year much time has been consumed in investigating cases where warning notices have been sent from the department. These cases require the closest examination before legal action is taken otherwise judgment may be given against the School Attendance Officer, or an injustice done the defendant. Information was laid before a justice of the peace in a few cases but the epidemic of influenza prevented their coming to trial.

The great scarcity of labor during the seeding and harvesting seasons of 1918 made it necessary for many parents to keep their boys and girls out of school to work. Even boys as young as ten years of age were found very useful, particularly in taking care of stock. Several cases of this kind were investigated and there appeared to be good reasons for the non-attendance of the children concerned at school.

On the whole, the average percentage of attendance of pupils in the schools of my inspectorate, has been raised to a considerable degree, through the efforts of the School Attendance Branch of the Department of Education.

One of the most arduous duties of the inspector is acting as official trustee. During 1918 it was my lot to attend to the affairs of four school districts. The school building in one of them burned down, causing much extra work. Frequent changes in secretary-treasurers made it necessary to give close attention to the business of a certain district until the official became acquainted with his duties.

Probably the most interesting and encouraging feature of the inspector's work during this year was the teachers' convention. This was held on the 10th and 11th of October in the School of Agriculture, Olds. Several people prominent in educational affairs in the province contributed to the success of the convention. The Hon. Geo. P. Smith, M.P.P., Minister of Education, addressed the convention on the subject of Medical Inspection in the schools, and assisted very ably at the Public-speaking Contest. The Hon. Duncan Marshall, M.P.P., Minister of Agriculture, gave an address at the teachers' luncheon. G. Fred McNally, M.A., Supervisor of Schools for Alberta, gave a very interesting and helpful lecture on the subject of "Composition in the Rural Schools." Jas. McCaig, M.A., L.L.B., Editor of Publications for the Department of Agriculture, spoke on "Agriculture in the Rural Schools." W. J. Elliott, B.S.A., Principal of the Olds School of Agriculture, taught a model lesson in agriculture to a Grade VIII class. Mrs. Murdoch MacArthur, B.Sc., of Harmattan, addressed the convention on the subject "Science in Common Things." Miss E. M. Riddell, B.A., Vice-Principal of the Didsbury High School, taught an excellent lesson in geometry to a Grade VIII class.

The "Rural School in Operation," for one hour, was, as in former years, a very interesting item on the programme. Under the able organization and management of Mrs. C. G. Reed, Olds, the "rural school" was a greater success than ever before. Misses Merle Strong, Olds, Jeanne Ross, Olds, M. L. Walsh, Innis Lake School, and Nora B. Moore, Principal of the Crossfield Schools, took charge of the school during successive periods and displayed splendid management, and teaching ability. The lessons taught by these teachers, together with

the demonstration in organization and management, were of incalculable benefit to the young teachers in attendance, particularly those teaching on permits.

The school fair in connection with the convention was as successful as usual. There were good exhibits in Art, Manual Training, Maps, Composition, Penmanship, School Garden Products and Nature Study specimens.

The public-speaking contest drew a large and interested audience. The number of contestants exceeded that of former years, and they were more equally distributed over the high school, graded public school, and rural school departments. A novel feature of this contest was the "Toast to the Ladies," proposed and responded to by several couples, a boy proposing the toast and a girl responding. This contest aroused great interest and provoked considerable amusement and applause. Medals were awarded the winners by the Hon. Duncan Marshall, Dr. Kenney, mayor of Olds, and H. B. Atkins, M.P.P., Didsbury. Money prizes were given by Messrs. M. Maybank and T. E. Elliott, Olds.

I have the honour to be, Sir,

Your obedient servant,

FRED L. AYLESWORTH,
Inspector of Schools.

REPORT OF J. J. LEBLANC, B.A.
STURGEON INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Sturgeon Inspectorate for the year 1918.

This inspectorate comprises the western portion of the old St. Paul Inspectorate to the west of the A. and G. W. Railway, with the addition of the territory served by the E. D. and B. C. Railway to Smith, Fort Assiniboine and Mosside. The topography is more or less of a diversified nature including prairie sections, thickly wooded areas and extents cut up by long swampy stretches and rolling bluffs. Varied degrees of rural development are noted, from the well improved communities adjacent to Edmonton, to the pioneer homestead settlements along the Athabasca River and Lac la Biche. The past year has seen unprecedented activity in land development and growth in the several fields of agricultural endeavor and while heavy material damage was caused by the early frost, the general prosperity of the district has been greatly increased.

At the end of the year, the number of districts in the inspectorate including graded departments was one hundred and fifty. Nine new districts were organized in the outlying territory and a second department added to the school in the mining centre of Cardiff. The newly organized units were more or less restricted in their operations by a limited assessable area, and the capital outlay had to be so scaled as to allow operation of the school for a satisfactory term. The new school structures were therefore confined to modifications of the approved departmental plans in such a way that the omitted features could be added when further development of the district would warrant the expenditure.

The number of yearly schools showed an appreciable increase over the previous year. The tendency of many school boards to close the schools during the cold period in January and February finds the teacher supply short at the beginning of March and in 1918 many vacancies were not filled before the end of the Normal school term in May and the close of the University.

Seventeen schools established in previous years were not operated during the year. In five of these, the exodus of parents with children of school age, accounted for the buildings remaining idle, while in six, the schools were erected and operation will commence early in the new year. Under the provisions of section 165 of the Ordinance, two districts formed a partial consolidation with advantage to the children in each. The accumulation of arrears of taxes, which for divers causes could not be realized crippled many districts and, in several cases, was a determining factor in preventing the operation of the school. However, a firmer and more aggressive policy has lately been pursued in dealing with delinquents with the result that outstanding obligations have been redeemed and a more favourable outlook for school operation in 1919 created.

Twenty per cent. of the teachers inspected held provincial certificates or "permits" but in the great majority were in possession of the academic qualifications necessary for admission to the Normal schools. These teachers were located on the outlying schools of the inspectorate, in districts which failed to open at the beginning of the term, and had been unsuccessful in their endeavour to procure a qualified teacher. Among the qualified teachers only a few were found to have been in charge of the same school for two successive terms. This phase of the rural school situation has unfortunately not improved from past years.

The actual teaching on the whole has been of a very commendable character. In the heavier ungraded schools, the best results have been obtained by the resourceful teacher, who has succeeded in developing an efficient scheme of correlation of subjects with a view to increasing the time devoted to class teaching in each grade. Writing, where regular presentation has been observed, and careful supervision of the written exercises maintained shows very satisfactory advancement. In Reading and Arithmetic, a good standard of teaching is maintained. A wide range of work is noted in the other subjects, the efficiency grading with the ability, experience and initiative of the teacher in charge.

The distribution of the time actually spent on the road may be classified under inspection, investigation under instructions from the department, and official trustee duties. Inspection duties which accounted for seventy per cent. of the days spent in the field, covered actual inspection of schools in operation, the placing of teachers in schools which were not in operation, generally through the inability of the board to procure a teacher, and the discharge of duties under The School Attendance Act. Seventeen per cent. of the time was devoted to investigations. This phase of the work centred on financial problems affecting successful operation of the school, inquiry into complaints from school boards, parents and teachers, and attention to problems of organization. The performance of duties incumbent on the official trustee made claim of thirteen per cent. of the time in the inspectorate. The administration of four districts necessitated frequent visits to satisfactorily re-establish affairs on a normal basis, and assure the regular operation of the school. The annual meeting was held in each of the districts administered during the whole year. The spirit of indifference which was responsible for the affairs becoming

seriously involved in the first place, was not wholly absent. In one case, none of the ratepayers were present at the duly advertised meeting, while at another, not a ratepayer would consent to nomination of the board of trustees, resulting in the official trustee being retained to carry on an administration which could have successfully been directed by a local board of trustees.

The last year saw increased activity in the enforcement of the provisions of The School Attendance Act. Six prosecutions were instituted and a conviction obtained in each case. Fifteen warning notices independent of those issued by the Chief Attendance Officer, were sent to parents who failed to comply with the requirements of the Act. Moreover, twenty recalcitrants were personally visited with the result that the children were soon in regular attendance again. All situations which could be fully dealt with, resulted in the children concerned being placed under instruction at once.

The year has seen gratifying improvements in all fields of educational endeavour, and a most promising outlook has developed. A deeper interest in the efficiency of the rural schools is manifested by the parents, and a firmer demand for yearly operation is noted. A disposition on the part of ratepayers to assume the tax levy necessary to pay the standard salaries, and the cost of administration is an improved and notable feature of the financial situation. The growing desire for wider educational facilities than those furnished by the one-room rural school has popularized the consolidated school, and in several centres the evolution of such a scheme, adaptable to local conditions, has been given serious consideration but to the end of the year no permanent organization had been effected. The schools, among the foreign-born population, experience difficulty in obtaining fully qualified and experienced teachers, as well as retaining them once they are engaged. In the great majority the children are very bright and if they were regularly under instruction by competent teachers, would make rapid progress. Two attempts by the trustees to curtail the term of operation in these schools were defeated; in the one case by bringing a teacher into the district and the other instance by demanding that the school be kept open the additional four months to the end of the year.

Through the closing of the schools at the end of October on account of the epidemic of Spanish influenza, many schools were not inspected and a full survey of conditions in many districts was not obtained for the last term of the year.

I have the honour to be, Sir,

Your obedient servant,

J. J. LEBLANC,
Inspector of Schools.

REPORT OF M. O. NELSON, B.A.
WETASKIWIN INSPECTORATE.

HON. GEO. P. SMITH. M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year 1918.

Since writing my last report the area of this inspectorate has been slightly reduced by transferring a few schools from the east and south

sides to other inspectorates; the number of schools, however, has not been materially decreased, the loss in territory being offset by the formation of new rural districts, viz.: Maple Hill No. 3591, Riverford No. 3602, Capbillion No. 3622 and Harmonien No. 3639, as well as the opening of a fifth department in the Leduc school. There were, then, 135 school departments in my inspectorate on January 1st, and 134 on December 31st, 21 of these being graded departments. In 7 districts only was there no school in operation, 4 of these having no building erected yet, and the remaining 3 having no children of school age left within their boundaries.

The crop failure this year, due to the lack of rain in the early summer, the frost at the beginning of August, and the high prices of labor and building material were the chief factors in preventing a very extensive programme of improvement in school buildings and grounds. Still, the results along this line were not entirely discouraging. Dahlgreen S.D. No. 516 has enlarged its grounds; the teacher's house in the Sacred Heart S.D. No. 15 has been enlarged and painted; good stables have been built by Bear's Hill S.D. No. 352, Climax S.D. No. 722 and Crystal Springs S.D. No. 1763; the school buildings have been improved in Asker S.D. No. 408, Fredericksheim S.D. No. 478, Plante S.D. No. 481, Chorest S.D. No. 51, Ferrybank S.D. No. 630, Pigeon Creek S.D. No. 818, Fletcher S.D. No. 3162 and Sparling S.D. No. 2119; while a great many of the rural schools have added a schoolroom heater to their equipment. New (first) schools have been built this year in Buck Lake S.D. No. 3220, Halfway Grove S.D. No. 3528, Harvest Home S.D. No. 3575, and Riverford S.D. No. 3602. The school at Buck Lake is a log building, but the other three are modern frame buildings of a good type. Maple Hill S.D. No. 3591, not being financially able to attempt a new school, purchased an unused church, and has since moved it to the school site. When fitted up it will make a neat and comfortable school building.

Weather conditions in my territory in 1918 were very favorable for inspection work. The good sleighing in February and the early part of March last was taken advantage of in visiting the outlying districts where the roads at other times are not of the best; the buggy was afterwards used for a couple of months; while the automobile was the chief means of conveyance for the balance of the year, the dry summer rendering the roads very favorable for automobile travelling. Out of my 113 ungraded departments nearly all were visited once, and 30 were visited twice; and all the graded departments were inspected once, and 4 of these inspected twice. My inspecting work, which after all is the paramount duty of the inspector, was, however, badly broken up by the influenza epidemic which swept over this part of the province during the last part of the year. The ban against the operation of schools being in force during November, and most schools deeming it unwise to open again before the New Year, my work was practically at a standstill during these two months except for some investigation work in December.

In addition to inspection work considerable time was devoted to operation of schools, placing of teachers, enforcement of The School Attendance Act, preparing for the school fair and teachers' convention, organization and investigation work, and to official trustee duties.

Three schools in this inspectorate became yearly schools for the first time in 1918. The total number of teachers employed was 194, of which number 23 per cent. held provisional (permit) certificates, the remaining qualified teachers holding principally first and second class certificates. The unusually large percentage of permit teachers employed was due, not only to the scarcity of teachers under war condi-

tions, but also to the failure of school boards to advertise early and to act promptly on the receipt of applications from qualified teachers. In not a few cases where the inspector had asked qualified teachers to apply for certain schools the trustees either did not answer the applications at all, or were so tardy in doing so that more progressive districts had already taken these teachers, and so permit teachers had to be found. Where a board of trustees applies to the inspector at a reasonably early date to supply a teacher there is usually little difficulty in placing one with a proper certificate of qualification. Early in July a number of high school students, holding either first or second class academic standing, were placed in schools on permits for a six months' engagement, and in the majority of cases these teachers gave good satisfaction. As these students are usually desirous of earning money in order to attend Normal school and thus enter the teaching profession, the Department of Education does well in giving them favourable consideration in the granting of permits. In September quite a number of qualified teachers from the eastern provinces were secured for this inspectorate through the help of the department.

The enforcement of The School Attendance Act received closer attention than during any previous year, and in regard to this I beg to report as follows:

Warning notices sent by the Department to parents in this Inspectorate during the year	168
Warning notices sent by inspector	46
Total number of notices sent	214
Total number of prosecutions by inspector	9
Convictions secured	8

Some further prosecutions were in mind during the latter part of October, but the outbreak of influenza made it necessary to drop these. In general there is a growing conviction among the parents whom one meets from time to time that the law in regard to attendance is being pretty well enforced, and that any negligence in sending children to school will be dealt with sooner or later.

On Thursday and Friday, October 10th and 11th, the third annual convention of the teachers of the Wetaskiwin Inspectorate was held. The sessions were both interesting and profitable. An interesting feature of the programme on Thursday afternoon was the public speaking contest, this being divided into two parts; one for public school and one for high school students. Gold and silver medals were offered to the first and second best speakers in each division. Helpful papers were given by Walter Scott, B.A., Inspector of Schools, Hardisty, and J. R. Tuck, M.A., of the Camrose Normal School. At least ninety teachers were in attendance.

On Saturday, October 12th, the second Wetaskiwin School Fair was held on the exhibition grounds. Twenty rural schools, as well as Wetaskiwin and Leduc graded schools, took part in the fair this year. The exhibits were many and varied, consisting of livestock, poultry, vegetables, baking, sewing, manual training work, writing, essays, maps, art work and such collective exhibits as weeds, weed seeds, grasses, gopher tails, etc. The livestock section of the fair was arranged by Mr. R. N. Shaw, manager of the Bank of Commerce, Wetaskiwin, who has done very commendable work in organizing boys' and girls' clubs in rural school districts contiguous to the city, the prize money for this section being drawn from two sources, viz.:

(1) The Canadian Bankers' Competition.

(2) Donations from U. F. A. Societies.

The prize money for the other sections of the fair was obtained from the various rural schools taking part, private donations and the gate receipts. The shield for the best rural school display as a whole was won by Crooked Lake S.D. No. 383, Miss Berna Luther, teacher, while the shield for the best graded school exhibit went to Miss Morson's room in the King Edward school, Wetaskiwin. Shields were also given in the singing competition, and were won as follows:

For rural schools, Larch Tree S.D. No. 2759, Miss Lenora Thomas, teacher.

For graded schools (junior grades) Miss Bearisto's room in the Alexandra School, Wetaskiwin.

For graded schools (senior grades) Senior room in Sacred Heart (Separate) school, Wetaskiwin.

Under the direction of E. B. Asselstine, M.A., Principal of Schools, Wetaskiwin, an interesting programme of sports was held on the same day as the fair, these being open to all pupils in the inspectorate. A considerable number of the prizes were won by pupils from rural schools.

Before closing this report I wish to give the highest praise to the teachers who did such noble work in caring for the sick during the epidemic of influenza. Their help was given cheerfully and without remuneration, and was instrumental, not only in mitigating suffering, but in saving many lives.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,
Inspector of Schools.

REPORT OF G. W. GORMAN, B.A.
CALGARY INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit, herewith, for your consideration the following report on the Calgary Inspectorate for the year ending December 31st, 1918.

The size of this inspectorate was slightly decreased during the year. At the present time its southern and eastern boundaries embrace only half a dozen schools beyond the city limits, while to the north it takes in two rows of townships, and extends westward to the provincial boundary line.

In this inspectorate there were 279 school rooms, or departments, under my jurisdiction, 231 of these being graded departments and 47 ungraded. During the year there was a very considerable increase in the number of graded departments, but only one ungraded department was added. The settlement in the rural sections of this inspectorate is pretty definitely fixed and the necessary school accommodation has been provided; consequently there has been little or no organization in progress and no increase in the number of rural schools. In fact many of the schools have already served one generation, and now experience difficulty in maintaining a good enrolment.

With but two exceptions all rural districts, in which children of school age were resident, operated a school satisfactorily throughout the year. Financial difficulties interfered with full time operation in

two rural districts, while in five others the absence of children obviated the necessity for operation. All rural school boards are committed to the policy of conducting a yearly school, and make the necessary provision to do so. Positions in these schools, which are so favourably located with respect to the city, are eagerly sought by well equipped teachers, and thus one of the inspector's most difficult and discouraging problems is already solved in this inspectorate. There is, however, the lack of permanency in service, and this interferes seriously with progress and effectiveness here as in the rural schools of other sections of the province. Added to this there is, in too many of the school districts of this inspectorate, a dearth of that community interest which finds expression in better schools and more elevating environment. Nearness to the city appears, in many cases, to have broken down the purely local interests of the people. But, on the whole, I would say that a good progressive type of work was carried on in all the rural schools visited.

I regret that many of the rural schools were not visited at all during 1918. I was transferred from the Medicine Hat Inspectorate in February. Departmental duties, aside from my inspectoral work, absorbed a great deal of time during the year. These circumstances, together with the long period of inactivity in our schools during the fall term, owing to the epidemic of influenza, rendered it difficult for me to acquire a wide acquaintance with conditions and problems obtaining in the rural schools of the Calgary Inspectorate.

In the City of Calgary 220 departments were in operation during the year 1918, with a total enrolment in the public schools of 12,156 pupils, maintaining a percentage of attendance, for the year, of 89. The enrolment in the separate schools was 1,270, making a total enrolment of 13,426 pupils in the Calgary schools. The school population of this city has greatly increased even during the four years of the war. The records of the public school board for the month of March, 1918, indicate that there were 2,000 more pupils in the Calgary public schools than there were during the corresponding period in 1914. This increase has been about 500 in the high school classes and 1,500 in the public school grades, representing an average increase of more than 25 per cent. in the number of pupils attending the Calgary public schools. The increase in enrolment in the separate schools has been correspondingly high. The problem of adequate accommodation is already a pressing one for both trustee boards. Over-crowded class rooms are interfering with the achieving of the best educational results. However, an excellent type of work is being done. This city is able to add to its already highly efficient teaching force from the ranks of the best of the teachers of this and other provinces.

The Calgary school system is rapidly assuming many of the aspects and taking on many of the activities of a highly complex city system. During this year the question of providing special facilities for the teaching and training of sub-normal children has had the attention of the school board, with the result that a careful canvass of the schools of the city has been made to record and classify the children in need of this special care and attention. The services of an expert have been secured and a beginning, with a small class of some 20 pupils, in one of the cottage schools, has already been made.

The pre-vocational school, which was established in 1913, continues to be an outstanding feature of the educational work being carried on in this city. One half of each school day is given to pre-vocational work and one-half to the regular academic subjects. The classes are recruited from grades VI, VII and VIII of the various schools of the city. Needless to say teachers do not, as a rule, recommend their

best pupils for this course, but rather the backward and uninterested ones. Recently, however, there has been a tendency on the part of many parents to send their children to this school, of their own accord. Here the chief aim is not to have the students pass examinations, but rather to help them to find themselves and discover their natural interests. It is worthy of note that these students do make a highly creditable showing at the departmental examinations, and it has been found that in many cases pupils who had previously lost interest in the strictly academic side of school work, return, after a course at this school, to the academic work of the grades and complete the high school course. Great credit is due Mr. Robert Massey, the principal, for the successful efforts which he has made to establish effective working relations and co-operation between the teachers in the academic and pre-vocational branches.

A splendid scheme of medical inspection, together with health supervision, and an aggressive follow-up system, has been built up in this city. The importance of caring for the physical condition of the school children cannot be over-estimated, and the board realizes fully its intimate relation to the mental and moral development of the child, his future well-being and usefulness. The nature and scope of this work, as it is being carried on, under the direction of Dr. Geraldine Oakley, will be partially appreciated from the following extracts from her report to the board dealing with the work of a single month of this year:

No. of physical examinations by medical inspector	950
No. of inspections by school nurses	3,862
No. of classes visited by school nurses	969
No. of homes visited by school nurses	219

The total number of cases tested in the eye, ear, nose and throat clinic was 4,981. Of these 392 eye cases, 72 ear cases and 52 nose and throat cases were treated. Operations were performed in 34 cases.

During the month 522 patients were dealt with in the dental clinic and 1,048 operations were performed on defective and diseased teeth.

The teachers of the Three Hills, High River and Calgary Inspectorates met in convention at Calgary in October, with an increased attendance over that of any previous year. The addresses of the Hon. Geo. P. Smith, Minister of Education, and Professor Osborne, of Winnipeg, were features of the very helpful and instructive programme provided.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,
Inspector of Schools.

REPORT OF L. J. WILLIAMS, B.A.
RED DEER INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Red Deer Inspectorate for the year 1918 to September 30th.

At the beginning of the year this inspectorate extended from Ponoka southward to Innisfail, and from Sylvan Lake eastward to the Red Deer River beyond the Grand Trunk Pacific Railway. At midsummer, however, the area to the east of Pine Lake, comprising mainly the Elnora, Lousana, Delburne and Great Bend consolidated school districts, was withdrawn from the inspectorate, leaving one hundred and nineteen school departments.

The above mentioned consolidations were organized during the closing months of 1917, and began operations at the beginning of the current year. Two rural school buildings were moved into Elnora and two into Lousana, and a two-roomed school was operated at each of these centres. Delburne consolidated school district made use of the two-roomed school in the village of Delburne. Transportation facilities for these three consolidations were not of the best for several months, as the new vans had not yet arrived. During the period covered by this report the Great Bend consolidated school district operated no vans, Mound Lake and Great Bend rural school buildings continuing to be used on their original sites. The pupils from Glen school district, the other unit of this consolidation, attended Mound Lake school. Steps were being taken, however, towards the erection of an excellent centrally-located building.

The work inspected up to September 30th was in charge of 13 teachers holding first class certificates, 40 second class and 16 with inferior qualifications. As a general rule very satisfactory results were being obtained in the urban schools, the city of Red Deer especially having an excellent teaching staff. Owing to the depletion of the profession by the war, however, several rural districts have been forced to employ permit teachers, and the results have not always been satisfactory.

In the graded schools inspected the standing of the pupils was marked excellent or good for 21 class-rooms and fair or poor for 12, whereas in the ungraded schools 15 were excellent or good, and 21 fair or poor. A few of the rural school boards still pursue the policy of keeping the schools closed during the most severe part of the winter, and owing to the scarcity of teachers this year, these schools remained closed until May 1st, when the Normal School graduates and the University undergraduates became available.

In many of the rural schools inspected several subjects were not being satisfactorily handled. The value of the school garden in connection with Agriculture and Nature Study was being overlooked in about two-thirds of these schools. In twenty to twenty-five per cent. of them Nature Study, Physical Culture, Hygiene and Elementary Hand Work were being neglected. Many lacked even the variety of an occasional song. The treatment of the "old line" subjects was better, but left much to be desired. Of course all of this is very natural in view of the employment of inferior teachers so largely in our rural schools.

Many rural school trustees fail to realize the extent of their opportunities and responsibilities. Keeping down the taxes at the expense of the school is often the main result of a board's activities, even in this wealthy inspectorate. At two-thirds of these schools there are no wells, the closets are in an unsatisfactory condition, and there is little provision for basins, towels and soap. In seventy-five per cent. of them the facilities for ventilation are unsatisfactory. The janitor work is seldom satisfactorily done unless undertaken by the teacher. The excellent climatic conditions in this section of Alberta admit of the very best results in school-ground ornamentation and in school gardening, but in very few cases do the grounds approach the desirable. Play-

ground equipment of any kind is usually lacking. Half of the rural school buildings are in only fair repair. The school appears to be about the last thing in the rural portion of Red Deer inspectorate to respond to the general prosperity. Fine homes and up-to-date farm equipment are everywhere to be seen, but the fine school with the up-to-date equipment and the well-paid teacher is the exception. It is hoped that this year's reports to the trustees will have some effect in producing a betterment of these conditions.

The rural school attendance still leaves considerable room for improvement. Warning notices are usually immediately effective, but many teachers who have not had the advantage of Alberta training fail for some time to report absentees, thus delaying action by the Attendance Branch. Some teachers are diffident about reporting delinquents, fearing the ill will of the parents. Lack of punctuality is also an outstanding fault in the rural schools, being extreme in no fewer than eleven of those visited. Indifference on the part of parents and scarcity of labor have had much to do with unsatisfactory attendance, but the best teachers appear to have little difficulty in securing regularity and punctuality.

A school fair was held at Clive on September 13th, the first event of the kind at that centre. It was largely attended by old and young, excellent exhibits were put in by several schools, and spirited contests of all kinds took place. Quite a number of public spirited citizens threw themselves into the work to make the fair a success. and were well rewarded by the results. It is proposed to make this an annual event, and next year no doubt several more schools will take part in the various competitions.

A stock club whose membership included nearly fifty pupils from rural school districts in the vicinity of Red Deer was organized last spring by Mr. F. C. Whitehouse. This year the club devoted its attention to raising hogs, both thoroughbred and grade. The boys and girls purchased young pigs, the money for the transaction being borrowed at the banks. The club members were supplied during the summer with the best available information as to the care of the animals, which were looked after entirely by the purchasers themselves. This fall an exhibition of the pigs was held at Red Deer, liberal prizes being offered for the best animals in the various classes. The judges considered the exhibition of thoroughbred Durocs and Berkshires superior to any other held in Alberta this year, not excepting the big fairs at Calgary and Edmonton. As an introduction to business procedure and as a means of popularizing thoroughbred stock, the activities of the club were decidedly successful.

I have the honour to be, Sir,

Your obedient servant,

L. J. WILLIAMS,
Inspector of Schools.

REPORT OF W. J. McLEAN, B.A.
CORONATION INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report on the Coronation Inspectorate for the year 1918.

The boundaries of this inspectorate remain the same as they have been for the past four years but during this time the number of districts has increased from 113 to 165, the number of new districts formed this year has been about the same as in the previous years, but there has been a slight increase over former years in the number of school houses erected. Eleven good buildings were completed during the season. The work along this line is not yet over, however, and it will be necessary to erect about the same number next year. The cost of building a school now is approximately twice what it was just previous to the war and consequently a larger debenture is called for; this appears to have no effect, however, in curtailing building operations as far as schools are concerned.

There is a marked increase in the number of children attending schools and I am of the opinion that within the last four years the number enrolled must have increased by 100 per cent. It is also noticeable that more pupils are taking the higher work and it was very gratifying indeed to note the number who were successful in passing the Grade VIII examination held in June. Many of these students are proceeding with the Grade IX work, and it is not uncommon to see, upon visiting a school, a class of two or three taking work above the Grade VIII. These pupils do a great deal of the work without aid from the teacher and so do not take up the time of the younger children. It is no great hardship for a teacher to assist these more advanced pupils with work where assistance is necessary, and I have observed that many teachers help them during recess or after school has been dismissed for the day.

I am of the opinion that there are, within this inspectorate, thirty or forty students in purely rural schools taking higher work than Grade VIII, and I am pleased to note that there has been a steady increase in the number each year. In most cases the parents have not the means to send these children to a higher school for two or three years and so aim at getting them as far advanced as possible so that the time required to secure a certificate by attendance at a school where more advanced work is taken, may be no longer than is absolutely necessary.

In districts where the pupils are older or more advanced it is imperative that the school open at the beginning of the year and the vacation be in July and August or at such time as these pupils can be the most use at home. It is too often the case that trustees wish to keep schools closed during the months of January and February even though there would be some six or eight pupils of more advanced years wishing to attend and where circumstances could not permit of their attendance during all the summer months. It is in such cases that the Department of Education is called upon to regulate and direct matters. I am much pleased to say that conditions along this line are rapidly becoming better and that in a very short time we shall see things as they should be. Where children are young and have a considerable distance to travel to school, unaccompanied by older pupils, it is advisable that vacation be had during the winter, but only in such cases. I notice that in the western portion of the inspectorate there is a tendency to have the school in session during the winter and the vacation during the summer whereas in the east the opposite is followed. The western part was settled first and the children are, generally speaking, older. Special usage must be in vogue to suit the conditions and to get the best results possible, but I believe that in a very short time all the schools will be open during the winter.

There are only three consolidations in this inspectorate and only one of these can really be called a consolidated district as the other

two are made up of but two districts each, and one teacher employed. The only virtue in this arrangement lies in the fact that more money is available, there is a little better school, often better equipped and the school is kept in operation throughout the year. The other consolidated district (Consort) is made up of four units, and this is highly satisfactory; the taxes may be somewhat higher than in the average rural district but it is an excellent investment. The attendance is regular, small children may attend nearly every day during the year, the school is always warm and comfortable and pupils are given the opportunity of taking the more advanced work without being at the expense of paying for their board at a town some distance from home.

I was particularly pleased with the showing made by the Consort school at the last teachers' convention and school fair held at Coronation. The two town schools of Castor and Coronation found it difficult to hold their own in competition with this school, and the spirit and enthusiasm shown by the pupils, parents and teachers made one desirous of seeing more such systems.

As regards attendance throughout the schools I should judge that it is about the same as for 1917, and will average approximately 78 per cent. for the whole inspectorate. A few of the schools are never up to what they should be and it seems difficult to get them so. I find, however, that the attendance in the worst case I have, has risen from 52 per cent. in 1917 to 63 per cent. this year; it must advance another 11 per cent. next year. In general the attendance is the lowest in districts of foreign-born, and more care and watchfulness must be observed in order that anything like a satisfactory attendance may be maintained. The Attendance Branch of the department keeps the inspectors in close touch with every case of non-attendance, but one often finds it difficult to attend to these cases promptly, owing to the distance to be travelled. The result of the efforts in securing regularity at school is good, and I believe that under existing conditions the attendance is nearly all that one could expect. It would be unwise, however, to let up on the vigilance exercised. I had but two cases of truancy before a magistrate, and in each case was a verdict against the offender given, I had several other chronic offenders ready to appear for trial but the epidemic of influenza halted proceedings, for a time.

The problem of securing a supply of efficient teachers is an important one, and we have competition between districts in which there are live and interested trustees. The question of salary is not everything, congenial surroundings such as a good boarding house not too far from the school, a teacher's house, and neatly kept grounds, go far in enabling trustees to secure the services of a good teacher, and to retain such teacher for a period of time. It appears that the continual changing of teachers is the worst feature of our whole school system, and one which requires to be remedied as soon as possible. I see no improvement along this line, and it is my experience that teachers shift from district to district, much more than was the case fifteen or twenty years ago. Much better homes are being built throughout the country, however, and we may anticipate that in a short time conditions will be much more congenial for teachers of our rural schools.

It is with pleasure that one observes that while the world is apparently in a state of unrest, the course of our education is proceeding with remarkable regularity. The spirits of the children are high and their minds healthy and buoyant in spite of the little hardships conse-

quent to home-making in a relatively young country. It is apparent that with the school lies the future of a nation.

I have the honour to be, Sir,

Your obedient servant,

W. J. McLEAN,
Inspector of Schools.

REPORT OF E. S. FARR, B.A., LL.B.
PEACE RIVER INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Peace River Inspectorate for the year 1918.

The boundaries of the Peace River Inspectorate remain the same as last year; the territory to be supervised includes all settlements in Alberta north of the 55th parallel and west of the 5th meridian. This vast territory divides itself at present into three large areas, namely: Grande Prairie, the central division, and the areas north of the Peace River. The Grande Prairie territory is the oldest from the standpoint of development. Land adjacent to the E.D. & B.C., and to Grande Prairie, Lake Saskatoon, and Beaver Lodge are now fully settled. Homesteaders are now locating westward even into British Columbia, and eastward to and beyond Sturgeon Lake. This division is nearly 150 miles wide from east to west, and 50 miles from north to south. The central division includes small settlements along the railway, and west from Spirit River to Pouce Coupee. While the different settlements are small in extent, as settlers come in, they are showing a tendency to merge and to press back into areas more remote from the railway. This narrow area varies in width from 5 to 15 miles, while the sparsely settled districts continue for about 200 miles from east to west. The division north of the Peace River is 60 or more miles from east to west, and varies from 20 to 100 miles from north to south. This division is the latest to be developed. This year has greatly increased its population; and the building of the great bridge across the Peace River gives promise for the coming year.

The entire inspectorate consists of rich arable and meadow lands of the finest tilth and greatest fertility, capable of supporting tens of thousands of homes. Throughout its vast extent, rancher or grain grower, mixed farmer or gardener can find the kind of land and climate which will spell success to his venture.

The population is as diversified as the country. Settlers have come in from the British Isles, Northern Europe, United States and Eastern Canada; and, although English, French, Scandinavian, Russian and German languages are spoken in the homes, the population as a whole, realizing common interests and responsibilities, show a keen desire to make English the common language. The United Farmers of Alberta through its locals has done much to formulate and develop this common desire.

The development of the north country has greatly increased the organization of school districts. At the beginning of 1918, there were 70 school departments; at its close, 93,—an increase of nearly 33 per cent. during the year. The greater majority, or three-fourths

of these districts were erected under the order of the Minister of Education under section 39 of The School Ordinance. This method greatly expedites the provision of school facilities in a district. All preliminary difficulties are obviated; and expert attention is given to the securing of school accommodation and equipment, and the early operation of the school. This method, used repeatedly in newly settled districts, in which a number of senior pupils resided, whereby school has been opened a week or two after organization, has proved a most popular one. No time is lost securing temporary quarters, a little equipment, and a teacher. The permanent school and a local school board can be provided subsequently without any delay in the education of the children of the district.

The temporary school has been found not only expedient but necessary during the period of the war. The high cost of labor, materials and money, and the large enlistment of loyal ratepayers from every district in the cause of justice and freedom,—these conditions have temporarily embarrassed our districts financially, and made the temporary school a necessity. Vacant shacks, which showed little sign of architectural workmanship, have served very creditably as the districts' first schools pending the provision of better accommodation.

Added to the six official trusteeships held on January 1st, fourteen more appointments have been made, while seven have been relinquished by the subsequent election of local boards. Three of these appointments were made in connection with the disorganization of two districts at Grouard, and their reorganization into a new district. One appointment was made to assist a district in the erection of its school. The remaining appointments were made to hasten the provision of school facilities in new districts. As soon as it has been found feasible in each case, local boards have been elected.

Certain new and sparsely settled districts in the regions of Sturgeon Lake, Pouce Coupee, Little Prairie, the Whitemud and Battle Rivers, and station points along the E.D. & B.C. railway present peculiar difficulties inasmuch as there are sufficient children to form school districts, but little assessable area or too few ratepayers. It would seem that such districts could be assisted only either by a very substantial grant or by some form of local correspondence work in conjunction with the nearest qualified teacher under departmental direction. These settlements are very recent, and may be able to sustain a school in the near future. Meanwhile, provision can be made for them only by special effort on the part of the Department of Education.

Two consolidated schools were erected in this inspectorate this year; one at High Prairie, the other at Lake Saskatoon. Since consolidation was novel in the north, the respective school boards decided to incur no additional expense until these schools had passed through the experimental period. To date, the instruction in these school districts has greatly improved.

The class of instruction in all schools has greatly improved during the current year. This is due to the more continuous operation of the schools, and to the fact that 75 per cent. of the teachers were fully qualified. The remaining 25 per cent. those provisionally qualified, were engaged in communities either too financially pressed or too remote to be attractive to a qualified teacher. Moreover, the standard of our teaching forces has been raised very materially by the incoming of a number of qualified male teachers of satisfactory teaching experience, who sought to secure land, and to fulfil their homestead duties while teaching. These teachers, almost without exception, have made a very decided and more permanent contribution educationally in the respective districts where they have settled.

The Course of Study has been more fully taught. Not only have the teachers been better qualified to teach it, but the ratepayers in the respective districts demand the teaching of a full curriculum. Our northern population, although so widely diversified in nationality, is united in a common desire to be served by qualified teachers, and to have the Course of Study taught in its entirety.

The School Attendance Act has been widely observed. The parents for the most part are anxious to give their children the best possible opportunity for instruction. The few cases where children have been detained from school have quickly corrected themselves on receipt of the departmental letter. Some thirty cases received the statutory five days' warning notice, and in all but two it was not necessary to proceed further. Our slow mail service greatly hampered prompt attention to this phase of the work.

Awards under the Strathcona Trust Fund for the stimulation of instruction in Physical Culture were made to the following districts for creditable work done by their teachers in this subject: Bezanson S.D. No. 3302, Miss Ida Colby, B.A., teacher; Bluesky S.D. No. 3193, Earl R. Parker, teacher; Griffin S.D. No. 2788, Miss Muriel Boutilier, teacher.

The first annual school fair comprising some twenty school districts was held at Grande Prairie in September. After a summer's activity in school gardening, the pupils of the several schools showed their ability to produce excellent exhibits. Millie Dirkes of the Saskatoon Con. S.D. No. 56, and Reggie Reynolds, of the McHenry S.D. No. 2851 won prizes for the best individual competitor's exhibit, while the Hermit Lake School (3250) won the sweepstake for the best school exhibit. The fair justified itself in the added stimulus it gave to gardening, and in the widening of the pupils' outlook. An effort was made to have all the pupils present and engage in a Field Day of sports.

Following the fair, an organization meeting of the Grande Prairie Teachers' Association was held, where an executive was elected. This organization will no doubt develop, and pave the way for the first convention of teachers in this inspectorate.

I have the honour to be, Sir,

Your obedient servant,

E. S. FARR,
Inspector of Schools.

REPORT OF J. W. RUSSELL, B.A.
CAMROSE INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Camrose Inspectorate for the year 1918.

Early in the year a new inspectorate was formed which took in the territory occupying the north-west part of the Tofield Inspectorate, for which Fort Saskatchewan was chosen as a centre. Accordingly, a new centre, at Camrose, was chosen for the remaining portion of what was originally the Tofield Inspectorate. This inspectorate extended from North Cooking Lake eastward along the G.T.P. Railway to the provincial boundary, embracing a territory from eight to twelve

miles north of this railway, together with the territory lying between the towns of Camrose and Tofield, and contiguous to them. In September a re-adjustment of territory was made whereby the territory lying along the G.T.P. Railway, east of Jarrow was incorporated in the Hardisty Inspectorate, and the eastern part of the Hardisty Inspectorate, that west of a line running north and south through the town of Strome, was attached to the Camrose Inspectorate.

In the Camrose Inspectorate there are 173 school districts or departments. Of these 139 are ungraded departments and 28 are graded departments. There were 6 rural districts in which school was not in operation during the year, but in each case provision was made for the education of the few children in them in adjoining districts.

There is, relatively, a small area of unorganized territory in this inspectorate. Six new districts were erected during the year, four of them comprising what was formerly unorganized territory. In three of these cases the building of schools will not be undertaken for some time, but the erection of the school districts will enable the school boards to secure the necessary revenue to provide for the tuition fees, and the conveyance of the children to adjoining schools. In the other two instances the newly erected districts were carved out of older districts. These larger districts, which are well established, and strong financially, are now able to finance their schools, with the revenue derived from smaller areas, without stress, thereby making it possible for the erection of a new district with much shorter distances for the children, immediately concerned, to travel to school. It is quite probable that further re-arrangement of territory will be made in the near future, as our rural communities are becoming well established, and sufficiently strong financially to admit of this process.

Of the teachers in this inspectorate whose work I had the privilege of inspecting, during this year, 16.49 per cent. held first class certificates; 60.83 per cent., second class certificates; 12.37 per cent., third class certificates; and 10.31 per cent., provisional certificates. It is gratifying to note that so large a number of the teachers in the inspectorate, engaged during the year, held the higher certificates issued by the province. There would appear to be an increasing desire on the part of school boards to secure, if possible, fully trained and duly qualified teachers. I am inclined to the opinion that the recent enactment providing for a minimum salary to teachers is, in a substantial measure, responsible for this. There is, however, a marked lack of continuity of service on the part of teachers in rural districts. Very seldom is a school found in which the teacher in charge has served in a stated school for a period greater than one year. In many instances I observed a change of teachers during the year. As a rule the underlying cause is not due to the inclination, a desire of the teacher for frequent change, as our qualified teachers, at least, are cognizant of the fact that through continuity of effort on the part of the teacher, alone, can successful school results be obtained, but the cause can very frequently be traced to difficulties encountered, and to the impossibility of securing comfortable and conveniently located boarding places, not too far distant from school. The question of securing suitable abode for the teachers has not, as yet, been seriously considered by the majority of school boards, and until some definite effort is made to overcome this difficulty, the question of extended service, on the part of teachers, in a district, will remain a serious one. There are a few districts in which teachers' houses have been provided, and in certain cases advantage is taken of them, but the remoteness of the school, in certain districts, from an established home acts as a barrier. As a rule the younger teachers prefer, if it can be obtained, room and board in a private dwelling, a

difficult thing to obtain in many districts in this inspectorate. The loss sustained in a district, resulting from frequent change of teachers, cannot be fully estimated and cannot be avoided, until our school districts have arrived at that stage when our teachers can be comfortably and conveniently housed.

The severe drought and the early summer frost in 1918 precluded the possibility of any but a very meagre harvest being secured throughout this inspectorate. As a direct result difficulty is being experienced in many districts in collection of current taxes. In some districts which are not strong financially this will be serious, as it is generally the custom of school boards, in order to keep down taxation, to levy a sum barely sufficient to meet the year's expenditure.

In this inspectorate there are five districts under the care of an official trustee. Two of these districts have been erected recently. In two of the others the ratepayers will take over their affairs at the annual meetings in the new year, and will elect school boards then, the immediate cause for the appointment of an official trustee having been removed. In the remaining district the probability is that it will continue under the care of an official trustee for at least one year longer. The policy of the Department of Education in rendering official assistance in the care of certain districts, whose affairs, for whatever reason, are not being conducted in a manner satisfactory to the Department of Education, is certainly meeting with success, and, in the long run, is fully appreciated by the district receiving such assistance.

There is a large number of schools in this inspectorate of the old type of construction, deficient in lighting, heating and ventilation possibilities. The heating in certain of these has been improved by the introduction of a more up-to-date heating system. An attempt also has been made to improve ventilation when new heating systems have been installed. The newer type of schools are, as a rule, modelled on the plans furnished by the Department of Education, and are much more satisfactory in every particular.

I regret to say that there does not appear to be any well defined purpose on expenditure of effort on the part of rural school boards towards the general improvement or beautifying of school grounds. Not many of the school grounds are improved to any appreciable degree. They present in too many instances a rather unkept appearance. Little encouragement is given the teacher to improve on past conditions. The general policy is to regard school ground improvement, a desirable thing in itself, but a matter which, when curtailment of expenditure is the immediate concern of the board, can be safely set aside for another year. Nor is there, in many districts, where a different viewpoint would be expected, that generosity of mind on the part of school boards with respect to the furnishing of the teacher with supplies and equipment which would facilitate her work and increase her efficiency. Several teachers I have found pursuing the commendable course of purchasing their own school supplies, particularly those suitable for junior grades, rather than run the risk of having their pupils impeded or unfitted for successful progressive work. Mistaken economy is also frequently observed in the matter of purchase of inferior equipment, which rapidly deteriorates and soon requires replacing. There is, I think, a greater interest generally in evidence in town and village schools in so far as general improvement of grounds and provision of adequate school equipment are concerned.

School gardening and elementary agriculture have not received the attention of the school boards or of the teachers which should be expected. Many school boards are quite indifferent and in some cases opposed to this part of school work. Little or no effort is expended

in making suitable preparation of garden plots or to render the school fence stock-proof. The indifference of school boards is too frequently reflected in the inactivity of the teacher, who, I am persuaded, can judiciously and effectively use her position as a lever for the creating of a public opinion which will support her determination to make this phase of school work practicable and effective.

Of the schools I have observed in the country and villages the Ohaton school district showed keenest interest in school ground ornamentation and gardening. Here the school board and teacher were working harmoniously with a well defined objective in view and were meeting with marked success, not only in their plans for school ground ornamentation and gardening, but in stimulating the pupils to interested effort. Miss Lay, the teacher of Ohaton school, was in my opinion conducting this work with excellent results, and correlating it judiciously and effectively with her general school work.

The type of school gardening which, I believe, is most productive of beneficial results, in so far as the objects of school gardening are concerned, both with respect to pupils and parents, is that which is carried on in the home gardens of the pupils, in connection with school fairs as conducted by the Department of Agriculture. The organization that is effected by the Department of Agriculture in the work, and the supervision which its officials are able to give, encourage and stimulate both pupils and teachers to diligent and intelligent effort which reacts on the home circles and thereby brings about a relationship between school and home which would not otherwise exist. I do not know of a more effective instrument for the cementing of cordial relations between school and home than school gardening which is linked up with school fairs. In this connection a very successful school fair was held at Ryley. A number of schools contiguous to this centre, entered into friendly competition under careful direction and supervision, in display of flowers and vegetables. Even in a trying year, under abnormal climatic conditions, the display was excellent, while the interest of the parents in the several communities was very much in evidence. A successful school fair in connection with the Agricultural fair at Daysland was also held this year.

I am far from being satisfied with the attitude taken by many of our teachers with respect to initiating and cultivating a healthy spirit of school play and sport. Canadian games are not known or appreciated by the majority of the children in our schools who are of foreign parentage. The introduction of school sports in schools, where these children are found, is most beneficial, both because of the effect in dissipating the stolidness of such pupils, which is so often observed, and in making them more approachable and amenable to the subtle influences of comradeship and rivalry, which can be found in a well ordered and properly supervised playground, and which can be utilized by a teacher of wider vision as an effective instrument for Canadianization of foreign pupils. I have even been amazed at the indifference assumed by a number of teachers towards our public school course in Physical Training. Though these teachers have been required by the Department of Education to fit themselves to become instructors in this subject, and though they know, or should know, the value of the subject, viewed from physical and mental standpoints, they are content to allow this valuable work to go by default, sometimes setting forth trifling excuses for this neglect.

During the year 1918 war conditions resulted in a serious depletion of farm labourers which directly affected the attendance at school, inasmuch as an unusually large number of children were detained in the seeding, haying and harvesting operations. There was no doubt as to the

need of the farmers for this class of help, in many cases the only help available, but it is also certain that there was a marked tendency to curtail the attendance at school of a large number of children whose age precluded possibility of essential usefulness. In no previous year in my experience has it been found necessary to have recourse so frequently to The School Attendance Act to enforce school attendance.

During the year there were issued under The School Attendance Act 201 warning notices, affecting some 300 children, who were, according to reports of teachers to the Department of Education, being wrongfully detained from attendance at school. In the great majority of these cases the warning notice was sufficient to bring about a renewal of attendance on the part of delinquent pupils. In 17 cases, however, the warning notices were disregarded. Accordingly, action was taken under the provisions of The School Attendance Act, resulting in convictions in all cases. More than 350 letters were sent out, in addition to the warning notices and letters issued by the Department of Education, which should be expected to serve as an educational factor in bringing before the public the requirements of the Department of Education, in the matter of regularity of school attendance. I am of the opinion that the centralization in the Department of Education, of the issue of warning notices, is meeting with satisfactory results, inasmuch as more concrete definite action is the outcome.

In the general work in the school rooms, as I have observed it throughout the inspectorate, there is a tendency to improvement in the teaching of Reading. Spelling is being more rationally taught. Our teachers are not all fair in so far as Writing is concerned, expecting results before they really have a right to do so. The work in Number and Arithmetic is, I think, gradually becoming more practical and is being more frequently taught from the standpoint of practical use. Much more attention is being given to Oral and Written Composition. Literature is only partially successfully taught, inasmuch as undue stress is usually laid on the mechanical side of the subject. The most formally taught subjects are Grammar, History and Geography. There is much room for improvement in the viewpoint of our teachers with respect to the use and value of this part of our school Course of Studies. Agriculture is not receiving the attention in our schools, which an agricultural province requires. Not sufficient attention is being given to Hygiene, Nature Study, Music and Physical Culture.

The work being done in our town schools where conditions for effective service are generally more favorable, and where there is less frequency in the change of teachers, is of a high order.

Outbreaks of measles, whooping cough and scarlet fever in the spring and summer months adversely affected school attendance and school progress. There do not appear to be effective measures taken to quarantine families in which these diseases appear. As a result these diseases drag on in a district, from spring to summer and from summer to autumn. The need for proper medical examination of rural school children is very apparent. Even to the unprofessional eye instances are observed where proper medical advice given and followed would in all probability increase the comfort of living, and vastly increase the physical and mental efficiency of children. The outbreak of Spanish influenza has had most disastrous effects, demoralizing school work and effort. We must face in some communities almost the loss of a year of school work, with all that this implies.

There was ample evidence throughout the year of commendable effort on the part of teachers and pupils, in forwarding and assisting patriotic undertakings and institutions. A large proportion of the

teachers rallied to the call of the physicians for nurses, for patients stricken with epidemic influenza, rendering a most commendable service.

Prizes under the Strathcona Trust were awarded to Salt Lake S.D. No. 979, and Likeness S.D. No. 1449, for physical training.

Owing to the general quarantine enforcement due to the outbreak of influenza, the convention for Camrose, Hardisty and Stettler teachers, arranged to be held at Camrose in October, was unavoidably cancelled.

I have the honour to be, Sir,

Your obedient servant,

JNO. W. RUSSELL,
Inspector of Schools.

REPORT OF R. H. ROBERTS, M.A.
VERMILION INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on educational conditions in the Vermilion Inspectorate for the year 1918.

This inspectorate extended along the main line of the Canadian Northern Railway from Minburn to Lloydminster. On the south it was bounded by the Battle River and the Buffalo Coulee. On the north the inspectorate included all the territory north of the C.N.R. up to a strip of territory twelve miles north of the Saskatchewan River. The greater part of this territory has been organized for school purposes. South of the Saskatchewan River school districts had been organized in all territory where there were children.

Organization work should be undertaken north of the Saskatchewan River in ranges 2 and 3. This territory is largely settled by Scandinavian farmers. One new district was established in this territory during 1918.

The territory occupied by the Ruthenians has been completely organized into school districts. In all of these but one, schools have been built and equipped.

The school buildings and equipment are in accordance with departmental requirements. During the year, many school districts improved their buildings and grounds. The majority of school properties in this inspectorate are now fenced, and thus allow permanent work to be undertaken in the way of gardens and tree-planting. Many school districts are realizing the value of the school as a community centre and as a result, expenditures are made which add to the value and attractiveness of the school and the grounds.

Considering the difficulty of securing teachers, the operation of schools was very satisfactory. The fixing of a minimum salary for rural schools resulted in an increasing demand for qualified teachers. There were more qualified teachers in this inspectorate in 1918 than in the previous year. In no case did I find that the fixing of a minimum salary had resulted in a financial hardship upon the district. All the schools but two provided educational opportunities during the year. In one of these your inspector was official trustee and did not operate the school because the settlers had left the district. In the other district the board of trustees failed in their duties and wilfully neglected

to provide school facilities. Districts situated any great distance from the railway were served largely by teachers with provisional certificates. All the schools located within twenty miles from the railway were in charge of qualified teachers. Where qualified teachers were in charge the period of operation was usually extended. This is due to the fact that with a qualified teacher a position is regarded as furnishing employment for the entire year. The presence of permit teachers tends to disturb the operation of schools, as the term of a permit teacher is usually limited to six months or less.

In four towns and villages, Vermilion, Mannville, Kitscoty and Minburn, it was found necessary to increase the teaching staffs. Building in these places was postponed until after the war. It is probable that these places will undertake a policy of providing permanent buildings for school purposes during 1919.

The attendance of the pupils in this inspectorate showed improvement. The present administration of The School Attendance Act is becoming increasingly effective. Your inspector found it necessary to prosecute in but two instances. In one of these a conviction was secured. There is a disposition on the part of the parents to regard favorably compliance with the Act.

The teaching which I observed during the past year I would characterize as being reasonably effective. In the case of qualified teachers the work is generally well organized and the teaching intelligently done. Teachers who have graduated from the Alberta Provincial Normal Schools are more familiar with the purpose and content of our educational system and as a result the work of the school is organized with very little loss of time to the pupils. The work done by permit teachers with a few exceptions is below standard. Many of these teachers lack mature judgment and academic qualifications necessary for successful teaching.

The fundamental subjects, Reading, Writing, Arithmetic and Language are receiving the major part of the time of the teacher. Effective work is being done in these subjects, and the pupils are making satisfactory progress. Geography and History are not receiving sufficient attention. Much of the work is very formal and bookish.

A school fair was held in September at Vermilion. Over forty schools took part and very creditable exhibits of garden stuff, cooking, sewing and manual training work were brought in. These fairs, I consider, have a very stimulating influence on the work of the schools.

The teachers of this inspectorate joined with those of Vegreville and Lamont Inspectorates, and held a convention of teachers at Vegreville. Miss Dickie, of the Camrose Normal school, attended this convention and gave valuable assistance in the work in Literature. Mr. John D. Hunt addressed this convention on citizenship.

The teachers are realizing more and more their opportunities for social service, and are contributing very materially to the welfare of the communities in which they live. The unselfish and untiring service rendered by the teachers during the influenza epidemic indicates that the members of our teaching profession are ready to accept their responsibilities as citizens in times of need.

In concluding this report I wish to say that the teachers in this inspectorate have a high sense of professional responsibility and are rendering a very praiseworthy type of service in the schools.

I have the honour to be, Sir,

Your obedient servant,

R. H. ROBERTS,
Inspector of Schools.

REPORT OF T. J. DWYER, B.A.
SYLVAN LAKE INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to report as follows in regard to educational work in the Sylvan Lake Inspectorate during the year 1918.

Generally speaking the year was very unsatisfactory from an educational standpoint. A variety of causes contributed to this condition. In the first place, the greater part of this inspectorate had suffered from a very poor crop in 1917, on account of a late wet spring, a very dry summer, and early frost. This made it very difficult to collect taxes, so that many districts felt themselves unable to operate school for the usual period, particularly in view of higher salaries to teachers, and did not open until late in the spring term.

The financial difficulty was increased, especially in the newer settlements, by the fact that many of the homesteaders enlisted or were conscripted, and as a result their lands became exempt from taxation. Others were attracted by the high wages paid to labourers, and left their homesteads, either temporarily or permanently; and the holders of the land being mostly bachelors with little or no personal property, and the lands themselves unpatented, it was found impossible to collect the taxes levied against them.

Many districts which were not thus crippled financially were unable to secure teachers. Most of the male teachers had left to take part in the war, while the women were drawn away to fill openings in other lines of business, thus causing a great shortage of teachers. This inspectorate, being for the most part a pioneer settlement, settled largely by people of foreign birth, was particularly hard hit by the scarcity of teachers, those who remained in the profession naturally preferring to take schools where living conditions were more favorable and salaries higher and easier to collect.

A further result of the same cause was the marked lowering of efficiency in the schools that were able to operate. Qualified teachers not being available in many cases, there was nothing to do but to accept those that could be had, including more than a fair share of inexperienced girls with very poor qualifications, newcomers from other provinces unacquainted with our Course of Studies and in many cases quite ignorant of the principles and practice of teaching, and a few hopeless ones who had been unable to secure positions where boards could afford to scrutinize qualifications and records.

I do not wish to convey the impression that all the teachers of this inspectorate were of an inferior class; many of them are well fitted in character and attainments to fill positions in the best schools in the province, and are a distinct credit to their profession. But I regret that owing to causes beyond our control, an unduly large proportion of our schools were obliged to employ comparatively poor teachers, to the no small detriment of the pupils, and the keen dissatisfaction of the ratepayers.

The lowering of efficiency was due to perhaps an equal extent to the frequent changes of teachers, for the reasons noted above. Only a few schools were able to retain the services of one teacher for the full year; in some cases as many as three teachers were employed. The result of such a condition it is unnecessary for me to point out at greater length.

Owing to the lack of productiveness of a great part of this country, and to the fact that the population is largely composed of foreign-born, it is quite unlikely that there will be any marked improvement in educational conditions, even after the disturbing influence of the war has ceased to make itself felt, unless a more satisfactory system of financing the districts, and providing teachers in pioneer communities can be worked out. The districts are poor and cannot possibly pay high salaries. But living conditions are so unsatisfactory from the standpoint of our teachers that it is almost impossible to get teachers to go into these settlements, even permit teachers, unless the remuneration is made attractive; there is no other inducement that can be offered, and those who do take such schools seldom stay more than a few months; as soon as they have begun to be of a little use in the district (many of them never reach that stage) they go away to another school, or to attend Normal, or back to their studies at the University, and for all practical purposes the school might as well have been closed all the time.

Yet these are the districts in which the need for education is greatest and most pressing, not so much even for the benefit to the people directly concerned, as for the indirect benefit to the whole province and Dominion. These people are poor and are not producers to the extent to which they should be; they are uneducated and speak a foreign language, and cannot take their proper place in our social and economic life; their settlements are fertile grounds for an active socialistic and Bolshevistic propaganda, a very real menace to the future of this country.

There are two ways in which the financial difficulty might be got over. One is the payment of special grants to districts found unable to support schools. This has been in force to a limited extent, but the small amount of funds available for this purpose, and the uncertainty of obtaining assistance, have rendered the system of little practical benefit. An alternative scheme, or rather an enlargement of the same system, is the raising of a general educational fund all over the province, and the financing of all schools out of this fund according to their needs. In the matter of supplying teachers, it does not appear unreasonable that the best teachers should be placed where their services are most urgently needed, making salaries sufficiently high in outlying or foreign communities to induce well qualified and efficient teachers to go to such schools and stay there, and placing inexperienced or unqualified teachers in subordinate positions in graded schools, where they could be under constant supervision, and receive necessary assistance.

Up to the present time it has been the policy of the department when the supply of teachers was insufficient, to insist upon the employment of qualified teachers in all favorably located districts, and particularly in graded schools, and to issue permits only for the poorest districts, which found themselves unable to secure regularly qualified teachers, for the reasons mentioned above. There was, no doubt, some justification for this policy in the persistent tendency of school boards, from motives of mistaken economy, or for personal reasons, to employ the cheapest teacher obtainable, without much regard to qualifications. But from the point of view of the needs of the children, it appears decidedly unfair that they should be obliged, year after year, to have these unqualified teachers inflicted upon them.

Nor is it any more fair to the teachers themselves, many of whom are young girls who have never been away from home before, to place them out in distant pioneer settlements, often among people who speak little English and whose standard of living is low, where they are con-

fronted by problems whose solution would require experience and maturity of judgment, but where they are thrown entirely upon their own resources, without assistance, advice, or adequate supervision.

The conditions that worked to prevent full operation of schools in 1918 also affected the attendance in schools that were open. So many young men were taken from the farms, and so great was the need of increased production, that throughout the country at large boys and even girls had to be kept at home to do necessary farm work. In many cases also mothers or grown-up girls had to work out in the fields, and as a result boys and girls too young to work themselves were kept at home to take care of smaller children or because they were thought unfit to travel to school unattended.

It is scarcely necessary to more than mention the epidemic of Spanish influenza which closed all the schools from the beginning of November until practically the end of the year, and in so reducing the attendance in the few schools that were reopened that they might almost as well have remained closed. But in addition to its effect upon operation and attendance, this epidemic interfered to some extent with the inspector's work. Many schools that would have been inspected or reinspected were not visited; at the same time matters connected with organization or administration of school districts, as well as investigations desired by the department, could not be attended to, because the people concerned were down with the epidemic or keeping away from meetings and avoiding other people to protect their families.

Very little territory was organized into new school districts during the year, only two districts being erected. One of these districts has just completed the erection of a new frame school house, and is now trying to secure a teacher; the other has arranged for a temporary building and will operate as soon as possible.

The erection of new buildings in previously established districts has been almost entirely stopped by high prices and other war conditions. The villages of Rimbey and Rocky Mountain House, as well as a number of rural districts, had planned to build new schools, but the abnormal cost of labor and material, and the difficulty of obtaining authorization for debentures and disposing of them, forced them to content themselves for the present with temporary improvements. One rural district, the Red Raven S.D., erected a new school house to replace a building destroyed by fire. The Nordegg S.D., has prepared plans for an up-to-date four-room building, and during the past month the necessary excavation work was commenced. It is expected that the new school house will be ready for occupation by the first of March.

Some interest was displayed in certain favourably located districts in school consolidation, but up to the present time this has not led to any definite result. Consolidations were discussed at three different centres, several public meetings were held, at which the Supervisor of Consolidation was present, and committees were formed in the various districts to go into the questions of boundaries and van routes so as to be able to arrive at a fair estimate of the probable cost of operation. It soon became very evident in two of the proposed consolidations that the sentiment of the ratepayers was strongly against the scheme, on the double ground of cost and difficulty of operation, and it was considered well to drop the idea for the present. In the other case it is not unlikely that consolidation would carry, and there appears no reason why it should not work out satisfactorily; but the epidemic occurred just at the time when it was proposed to hold further meetings, and bring the matter to a head, and nothing more could be done before the end of the year.

In connection with the actual school work there is little to note beyond the somewhat unsatisfactory progress that necessarily attended the generally unfavourable conditions already discussed. One promising development, however, is worthy of mention. There is quite a marked interest in school gardens and other phases of school work bearing on practical farm life, in a number of localities. This is to be credited in great part to the efforts of the teachers and to the recognition on the part of the trustees and parents that where the teacher takes a genuine and sustained interest in gardening and kindred subjects, the general work of the school does not by any means suffer, but rather that new life and interest are infused into the work, which reacts favorably on every subject on the Course of Studies. Perhaps the most successful means of getting the truth in this matter before the people in a form that brings the best results is the school fair. Fairs have now been held for two years in the Rimbey district, with the result that the whole community has been fired with a very active interest in the school garden and everything else connected with the school work. In the Eckville district a certain amount of favourable interest has been created by the formation of a "Pig Club" among the boys and girls of the neighbourhood; the movement being fostered in this case by the officials of the Bank of Commerce. Pure bred pigs are brought in and money advanced by the bank to the boys and girls to buy them. In the fall a fair is held, and prizes given for the best animals. Other kinds of live stock will also be introduced. There is no reason why the schools should not co-operate with the banks in this work; no doubt the motive behind the bank authorities is increased business, but it offers a great opportunity to the school to get into line with the home life and interests of the community.

I have the honour to be, Sir,

Your obedient servant,

THOS. J. DWYER,
Inspector of Schools.

REPORT OF A. E. TORRIE, B.A.
MACLEOD INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the part of the year 1918 that I was in charge of the work there.

The territory covered by this inspectorate is the south-western portion of the province, and in this region the typical Albertan industries,—lumbering, mining, cattle and sheep ranching, mixed farming and straight grain-growing,—are all represented with their diverse conditions and difficulties. The two large Indian Reservations, the Blood on the eastern and the Peigan in the central part, add many miles of travel to the work of visiting the schools of this inspectorate.

Several new districts were organized during the year; three in the Crow's Nest Pass region on account of the families of miners and Doukhobors working into the numerous little valleys of the foothills and later on account of the coming of several groups of Mennonites into the eastern part of the territory.

The Doukhobors are not anxious to have their children, especially the girls, attend schools, but the families in the districts tributary to Cowley and Lundbreck have accepted the inevitable as a result of prosecutions under The School Attendance Act by the former inspectors and their children attend with fair regularity. When they showed a tendency to keep the children out for trivial reasons, a visit and reminder served to secure their attendance again. It is probable, however, that additional prosecutions will have to be made to fully establish regular attendance in these cases.

The Mennonites had but recently arrived when I visited them and were busily engaged in erecting their dwellings. They appear quite anxious to have educational facilities for their children and readily gave all information at their disposal in order to expedite the erection of school districts.

The warning notices served a good purpose in securing more regular attendance, the chief weakness in the administration being frequently the length of time elapsing before the teacher supplied required information to the inspector. Wherever reasonably possible I visited the parents concerned and a suggestion of the unavoidable notoriety a prosecution would cause almost invariably resulted in regular attendance of the pupils concerned.

The great majority of the schools are serving communities entirely English-speaking, but a few in the mining regions serve a population largely of central and southern European extraction. In several of these the hopeful sign is found of some of these men serving on the school boards and interested in the general improvement of education and social conditions.

Very few schools had much difficulty in securing teachers, the knowledge of the set minimum attracting many excellent teachers from the eastern provinces and besides these a number of schools were supplied with permit teachers who, in many cases, handled the work well. A pleasing and encouraging feature of the work was the number of married women, formerly teachers, who responded to the call and rendered excellent service in many of the schools. The sanity of their methods and the broader conceptions of school work with which they undertook their tasks are particularly worthy of note.

There is a constantly increasing number of Grade VIII pupils passing on into the higher grades, not only in the graded schools but also from the rural districts. The high school departments in Macleod, Pincher Creek, Cardston and Claresholm are drawing a greater number of rural pupils each successive year.

A serious need for some provision for more advanced educational work exists in the Crow's Nest Pass region. In the towns of Coleman, Blairmore, Frank, Bellevue and Hillcrest Mines there is a school population of over a thousand children and no adequate means of work past Grade VIII exists, excepting a portion of the time of the Principals at Coleman and at Blairmore. As the distance from Bellevue on the east to Coleman on the west is only eight miles along the auto highway or the Crow's Nest Railway, a high school doing work suitable to the special needs of the community might, if centrally located, serve the whole Pass.

The presence of a number of children of school age on the Indian reservations is another school problem needing attention. At Brocket on the Peigan reservation there were nearly twenty children of school age. The parents of these children are in the employ of the Dominion Government and the land is, of course, not taxable, but the fact remains that these children have not any educational possibilities under present conditions.

Very few of the schools have made a serious attempt to carry on school gardening. The chief reasons for this are the changes of the teachers, the difficulty of having the garden attended to during the summer vacation and the depredations of gophers. Cardston school had a very creditable school garden and among the rural districts the school garden at Beaver was probably the best.

In general, most of the subjects of the school course are handled in quite a satisfactory way. There is, however, a noticeable weakness in dealing with the local geography and the history of Western Canada in many cases. Arithmetic and Reading are receiving very good treatment, while Composition, both written and oral, is frequently satisfactory.

Very few districts are meeting with the serious financial difficulties of a few years ago, but to this statement there are exceptions falling under three distinct types. Some of the towns with much vacant land in the townsite and with a large debenture debt to meet, have difficulty in securing sufficient revenue to enable them to meet their municipal obligations and also to provide for the increasing school expenditures. Then several districts have had such a number of their property holders enlist in the army or naval forces that their revenue-producing territory has been seriously diminished for the time being. Possibly the most serious conditions, however, are to be found in the cases of several of the districts in which a school has been rendered necessary by a mine being opened up. In several cases these mines were afterwards abandoned or shut down. The machinery has in some cases been removed, thus reducing materially the assessable property while the need for the school remains as very often some of the miners have established themselves on homesteads in the vicinity and these homesteads provide a very meagre and uncertain living. The provision giving school boards power to tax persons in the district not on the assessment roll has in several districts produced a very welcome addition to the finances available for school purposes, without seriously burdening any one.

I have the honour to be, Sir,

Your obedient servant,

A. E. TORRIE,
Inspector of Schools.

REPORT OF C. O. HICKS, M.A.
ONOWAY INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the year 1918.

In order to present an intelligent report of school conditions in this area, I feel that it is essential to convey to the reader some idea of the character of this country, which stretches two hundred miles west from Edmonton to Jasper, with an average width of thirty miles. Speaking in general, the land surface is quite rolling and in its natural state is heavily wooded with poplar, willow, jack-pine and spruce. Immediately west of Edmonton for a distance of thirty miles, the soil is a deep black loam, while farther west, the soil becomes more and more sandy, with a scarcity of humus in its composition. As

an exception to the foregoing general statement regarding the nature of the soil, it must be noted that there are areas interspersed throughout the western portion of this inspectorate, in which the soil is of the same excellent nature for agricultural purposes, as the soil in the eastern portion. It is only necessary to state that there are no grain elevators farther west from Edmonton than sixty-seven miles, in order to realize that the settlers living in the extreme western portion of this inspectorate, do not rely on grain production alone, as a means of gaining a livelihood. The length of the graining period which is free from frost, seems as a rule, to decrease gradually from Edmonton to the mountains. My observation concerning the ability of a settler to make a respectable living on any homestead, no matter how far west it may be located, leads me to conclude that the determining factor in every instance, is not the climate or the length of the growing period which is free from frost, but it is simply the nature of the soil on his homestead. Where the soil is good, I have yet to find any locality in this inspectorate, in which the length of the growing season is not sufficient to ensure an abundant supply of green feed and hay, with which to winter the stock. The lure of proximity to a railroad induced many settlers to attempt homesteading lands which were poorly adapted to agriculture, on account of the absence of any useful depth of black soil. The presence of numerous children of school age in such areas, made necessary the organization of school districts, and the erection of schools. After attempting for a number of years to make a living on these poor homesteads, about one half of the original settlers became discouraged and removed permanently to more suitable localities. The remaining settlers who had been fortunate enough to select the better homesteads where the soil was good, and who have relied chiefly on green feed, hay and stock, as a means of gaining a livelihood, are finding it to be a financial impossibility to operate a yearly school without outside assistance. There are in all some twenty-five rural school districts in this inspectorate whose history and present conditions are as above outlined. It would seem that this present condition will be more or less permanent, and that these districts deserve extra financial assistance from the department.

At the beginning of 1918, there were 121 departments in this inspectorate, and during the year two more were added. The number of graded departments is twelve in all, two of which were added during the year. Eight schools did not operate during 1918. Of this number four were closed on account of lack of finances, and four were not required to operate on account of the absence of a sufficient number of children of school age. At present, the affairs of seventeen school districts are managed by an official trustee. Five of these districts are at mining centres and the remaining twelve are in rural communities. In each case, the department appointed an official trustee for the purpose of expediting school operation, or in order to solve the existing financial difficulties. The results achieved by the official trustee seem to warrant the appointment in every case. I have yet to find a single instance where, in any prosperous farming community, the school board is not both capable and willing to perform its duties. On the other hand, however, in those scattered areas which are not endowed by nature with a fruitful soil, the energies of the settlers seem to be exhausted in the effort to gain a mere existence, and school affairs are not properly attended to. In other words, one might truthfully say that the path of the official trustee leads to the sand hills country. Acting as official trustee to ten school districts, I have found the duties many and varied. This work, together with school attendance cases and other investigation work, has occupied more than half of my time during this year, so that I was unable to make a large number of inspections.

About 60 per cent. of the departments were in operation during that portion of the year which was not affected by the epidemic. In the other districts, lack of sufficient money has resulted in the schools not opening until the spring or summer. In some cases the trustees will not levy a sufficient tax rate by means of which to provide the necessary funds for yearly operation, even though the prosperity of the district would warrant it. In many other cases the number of ratepayers in the district was too small to provide adequate funds. If the department were to fix a minimum tax rate for all rural districts, subject only to appeal to the Minister, many months of school operation would be added in not a few rural districts.

During the year, a modern one-roomed school was erected in Governor S.D. No. 3464 and an excellent two-roomed school was built at Evansburg to replace the former temporary building. At Duffield, a hall was purchased and converted into a comfortable school at small expense. A number of districts which are using temporary buildings are awaiting a reduction in the cost of labour and materials before erecting modern school plants.

The School Attendance Branch of the department has rendered valuable service during the year in securing greater regularity of attendance. A large number of personal visits to the homes of delinquent parents were undertaken, and in most cases, the desired result was obtained. In six instances, however, it was necessary for me to institute proceedings against parents for wrongful detention of their children at home. A conviction, with a fine, was secured in each case, and the children returned to school at once. I find that, with few exceptions, the teachers make accurate monthly returns to the Attendance Branch and perform this duty fearlessly. On the other hand, I have found that parents experience little difficulty in persuading the teacher to grant exemptions from attending school for their children. I am of the opinion that the power to grant exemption to any child, for a period exceeding two weeks in a school term, should be vested solely in the School Attendance Branch of the department.

The physical welfare of the pupils is not, as a rule, supervised by the teacher. I believe that every teacher should be found on the playground with the children during the recreation periods. My own experience as a teacher leads me to believe that unless a teacher organizes the school games, and enters into the sports with the pupils, he never really gets to fully know his pupils. In many districts the trustees are financially unable to provide play equipment as yet, and I feel that a small grant from the department in this connection, would be warranted in the case of the poorer districts. I have visited a number of schools where the children entered into organized games with all their youthful enthusiasm, and I am pleased to say that I have always noticed that the same enthusiasm prevailed in the class-room. The inspection of such schools is to me a pleasure, and not merely a duty.

My experience with respect to school gardens leads me to believe that the usefulness and success of a school garden depends almost entirely upon the ability of the teacher to use the garden as a laboratory for Nature Study and for Scientific Agriculture. I find that many school boards are not enthusiastic over aiding the teacher to prepare ground for a garden, since they are unable to see how the growing of vegetables and flowers in the school grounds, differs from growing them at home. As a matter of fact, there is no difference, unless the teacher has ability and enthusiasm to teach the Sciences of Nature Study and Agriculture. If the teacher is competent to undertake this work, the enthusiasm and co-operation of the trustees follows as a matter of course. In this connection, I have noted that the Summer School for teachers,

held at Edmonton, is the most potent of all sources of information and inspiration. Many of my teachers have attended one session at least, and I hope that many more may do likewise.

A successful and gratifying feature of this year's progress was the consolidation of the village district of Stony Plain No. 1638 with the rural district of Stony Plain Centre No. 381. Two splendid enclosed motor vans are used to convey the forty children from the rural district, to the three-roomed school situated in the village of Stony Plain. The consolidated school has a splendid staff of teachers, and the enterprise so far has given entire satisfaction to the ratepayers. Within a radius of five miles from this consolidated school, there are some two hundred and fifty children of school age, and the districts adjoining the village of Stony Plain, which are not as yet in the consolidation, are eagerly watching the success of this new idea, so that the prospects for an enlargement of the present consolidation are very promising. An unfortunate feature connected with the consolidation of districts which have large school populations, is that the tax rate must be somewhat increased to meet the heavy cost of transportation. This feature, however, was fully appreciated by the above mentioned districts before voting took place, and the fact that this did not deter the ratepayers from providing better educational facilities for their children, stands as a tribute to their progressive attitude.

It is very pleasing to note the spirit of co-operation which exists between teacher and parents in some school districts. The practice of inviting parents to visit the school on one Friday afternoon of each month, in order to listen to the recitation of classes and enjoy the programme prepared by the teacher and pupils, is a splendid incentive towards promoting the personal interest of the parents in their school. It is my intention to encourage this practice in all the schools.

The Annual School Fair at Stony Plain was of the same high standard of excellence which has characterized this event since its inception. The organization of this school fair is undertaken by the Department of Agriculture and splendid exhibits of vegetables, canned fruits, cookery, knitting, fancy work and Nature Study collections, were to be found in the large tent provided by the Department of Agriculture. There was also an exhibit of fat calves which had been fed and reared by the pupils of the participating school districts. I hope to see the School Sports feature added to the program for 1919.

Practically all of the school boards in the eastern portion of this inspectorate were able to secure the services of qualified teachers during the past year. In the western portion such was not the case, however, and I regret to state that about one-third of the teachers in this area were teaching on "permits." The work performed by the qualified teachers was very creditable in most instances. Some of the permit teachers do efficient work but the majority of them do not give satisfaction in any district. I sincerely hope that the present necessity of granting permits may soon be eliminated.

At present the Edson school is the only one in this inspectorate which provides instruction beyond Grade VIII. It is expected that the consolidated school at Stony Plain will undertake provision for high school work during the coming year. This present lack of facilities for secondary education is keenly felt by many parents who do not feel able to send their children to Edmonton, under the present condition of living.

In conclusion, I would beg to state that, in my opinion, the educational interests of this inspectorate could be advanced by the following means, viz.:

1. By the department fixing a minimum tax rate for all rural districts, subject only to appeal to the Minister.

2. By the appointment of an official trustee, to administer the affairs of those school districts which did not operate during the year, notwithstanding the fact that the school house was erected, and that there was present in each district a sufficient number of children to warrant operation of the school. There are at present four such districts in this inspectorate.

3. By continuing a special grant to those partially depopulated districts which are, if unassisted, financially unable to operate but for a very short term each year.

4. By the elimination of the permit privilege in the case of applicants who have neither professional training nor previous teaching experience.

5. By encouraging every rural teacher to attend at least one session of the Summer School for teachers.

6. By continuing to encourage consolidation in all rural areas where the physical features of the country lend themselves to such a course, and where the prosperity of the settlers would warrant a heavier tax rate if such would be incurred by consolidation.

7. By placing in the hands of the School Attendance Branch of the department, the sole authority to grant exemption permits to pupils who request exemption for a period exceeding two weeks in any school term.

I have the honour to be, Sir,

Your obedient servant,

C. O. HICKS,
Inspector of Schools.

REPORT OF A. J. WATSON, B.A.,
CALGARY INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year 1918.

This district comprises that territory lying between range 21, west of the 4th, and the Foothills, bounded on the north by township 23 and the Bow River, and on the south by township 13. There has been no recent change in the size of this inspectorate.

The number of school departments on December 31st was 151. Of these 140 operated for the greater part of the year, 6 educated their children under section 165, and the remaining 5 are newly organized and ready to operate during 1919. In addition four consolidated schools have been organized, one consolidated school built and the rest about to be built next spring.

The work of this district was undertaken by me on April 1st of this year. Since then 128 school departments were inspected and the affairs of three districts administered as official trustee. The territory was not wholly covered owing to the interruption caused during November and December by the epidemic of influenza. During these two months practically no work of inspection was possible.

This inspectorate is entirely an English-speaking district composed chiefly of settlers from the older provinces of Canada, the British Isles and the middle and western States of the Union. The double line of railway and the additional branch now under construction bring practically every school district not farther than ten or twelve miles from a town or railway station. Because of these circumstances and the recent prosperity of the inspectorate, there has been little difficulty in obtaining teachers although some boards through indifference or lack of prompt action did not secure as good teachers as they might easily have done. In a few cases the trustees are still satisfied in obtaining a teacher who can just barely fulfil the conditions required by the department and is willing to take the minimum salary. Fortunately such districts are becoming fewer in number, while there is an increasing tendency on the part of others not to accept even a qualified teacher if she has no experience, and to pay a better salary accordingly. Needless to say, the progress and enterprise of the latter is much superior to the former. These districts have realized that they cannot get and retain a good teacher at the salary of a poor one. Other things being equal, such as debenture indebtedness, it has generally been found that the quality of education is on the same level as the tax rate.

In town and consolidated schools, especially those employing four or more teachers, I found in the majority of cases the efficiency of the staff and the quality of education to be of a high standard and to compare very favourably with work observed elsewhere in graded schools. The ability, energy and enthusiasm of the teachers was in general very commendable and the progress of the classes satisfactory. In two of the larger town schools no provision or attempt had been made to teach music in any of the rooms though the rest of the work was receiving creditable attention. In the rural schools the situation is so varied as to be impossible to be briefly classified in a general survey. In many instances the pupils are seriously handicapped by the constant change of teachers, while frequently a capable teacher is equally at a disadvantage owing to poor ground work established by her predecessor. Some districts are more fortunate in retaining a good teacher for at least two years and in following the policy of only engaging qualified teachers. In these cases much better work is accomplished both in the school room and in the community. While a small percentage of trained teachers appear to be lacking in inspiration and ambition, yet the vast majority are earnest, conscientious and industrious. While the progress in rural schools at the best is not rapid yet where permit or provisional teachers follow each other in quick succession the children are advancing very slowly and conditions generally are bad. Under this class of teacher the primary grade suffers a good deal of neglect. Better work is done in Grades II, III, IV, and V, while Grade VI is unsatisfactory, and Grade VII disappointing with little improvement in VIII. The failure of such a teacher is largely due to lack of training, a poorly planned time-table and insufficient knowledge of the work required to be covered in the senior grades.

Outside of the actual school work many teachers have shown a keen interest and have taken an active part in Red Cross work, Victory Bond sale, and similar patriotic enterprises. Great credit is due to those who have so willingly volunteered their services as nurses in hospitals and private homes during the epidemic of influenza. Both in the town and rural communities the teachers have rendered exceptionally beneficial and timely service.

A very discouraging feature of the work in this district is the constant change of teachers from one school to another and the short

stay in any one place Among the many reasons for this change there appear to be three chief causes that could and ought to be largely overcome by closer co-operation and more sympathetic understanding between the parents, trustees and teacher.

As the general prosperity of the district increases it is becoming more and more difficult to obtain suitable accommodation for the teacher. The average rural ratepayer does not now consider himself sufficiently remunerated by twenty-five or thirty dollars a month for the extra bother of boarding the teacher and frequently only consents to do so because somebody has to or the school will close. The teacher who experiences great difficulty in inducing someone to board her and probably finds a place two or three miles from the school is not going to remain in that district any longer than she can find a reasonable excuse for getting out. The very fact of being rid of boarding the teacher has been brought forward frequently by ratepayers as one of the strong arguments in rural communities in favour of consolidated schools. Residences, or rather small shacks on the school ground, are not and never will be a satisfactory solution for the very obvious reason that few teachers will consent to reside in them.

Where lack of harmony exists in a district either over school management or other matters the teacher is too frequently subjected to unwarranted trouble, annoyance or inconvenience from certain parents or ratepayers who were opposed to her appointment. Not infrequently it occurs that some one parent must be specially favoured if the teacher is to remain. As one ratepayer recently remarked, "The trouble in this district is just this. B—— is trustee but he has to do what his brother Jack tells him and Jack has to do what his wife tells him and it's Mrs. Jack that runs things around here. If the teacher licks Mrs. Jack's children she must pack her kit and walk down the road." As long as the school management is a matter of petty rivalry the change of teachers will remain both frequent and constant, and those districts that employ three teachers one year are just as sure to employ three more the next. Where the rivalry is among ratepayers it is bad but when between trustees it is worse. The remarkable feature of it is that those concerned do not seem to realize that the only thing that really suffers is the education of their own children.

There are still a few school boards that seem to consider their duty finished when the teacher is hired and fail to give her the necessary moral support in management and discipline to which she is entitled, and to see that both teacher and pupils have the necessary working material and physical comfort sufficient to make school work both pleasant and profitable.

Where a teacher finds a suitable boarding house, harmony in the district and loyal support from the board she will be much less inclined to change schools every six months and will exert more energy and enthusiasm towards promoting the welfare of the school as a whole. The teacher herself can do much towards establishing cordial relationship with the parents by more frequent visits to the homes. This factor cannot be too strongly emphasized. The majority of misunderstandings arise from the fact that the teacher and parent have never met each other.

The School Attendance Act is increasing in effectiveness as it is becoming better understood by parents. In a few instances attempts have been made to parry for more time than that allowed by the Act, but the warning notices issued by the department have usually had the desired effect and in no case was prosecution necessary. The chief difficulty has been with the pupil of fourteen years of age. For the most part the parents are really anxious to see the child educated,

but the present dearth of farm labourers, the high wages demanded by those obtainable and the poor crop of this year have caused many parents to keep the older children out for the full time allowed by the Act and sometimes to attempt to keep them out for a longer period. Even when not needed at home the fourteen-year-old child has a strong and probably not unnatural tendency to consider his education finished and endeavours to give his parents a good deal of trouble if they insist on his attending school and to give the teacher more trouble when he gets there. It is quite noticeable that where the older children are interested in their studies it is due very largely to the personality of the teacher and the interest taken by her in the children's present progress and future prospects.

With the exception of a few districts, the school buildings are kept in very commendable repair and the equipment is likewise fairly satisfactory. The comfort of the children is usually well cared for, while in many cases the lack of equipment is due rather to the teacher than to the board. In matters of actual necessity I have found few boards that were unwilling or indifferent to follow the suggestion of the teacher or inspector. But there is very little tendency or inclination on the part of rural boards towards making the school room attractive and homelike to the children, to ornament the school grounds with trees or to furnish playground equipment. It would seem that few districts realize just how much this last factor enters into the life of the children or how much easier it is for a teacher to get better results in attractive surroundings.

The lack of rainfall which caused the crop failure was also very largely responsible for a similar failure in school gardens. Quite a large number of gardens were started, some on much too large a scale, but for the above and various other reasons there was little to show in the way of results this fall. Frequently the teacher who started the plot left at the end of June with the result that little or no attention was paid to the garden, except by gophers, during the summer holidays. Other gardens were unsuccessful due to the lack of proper fencing from stock, proper protection from gophers, and the necessary supply of water on the school grounds. Not a few teachers still misunderstand the object in view and are inclined to view the garden as a commercial enterprise rather than as an experimental plot. Much more success attended the home gardens, especially those under the auspices of the Claresholm Agricultural School. Quite a number of schools in the southern part of this inspectorate participated with considerable success in the school fair held at Claresholm in August. A large school fair was also planned at Vulcan, but had to be postponed because of the epidemic.

One rather notable feature of this year was the increased tendency towards the formation of consolidated school districts. Three of these were organized, namely, at Parkland, Nanton and East Arrowwood. The latter is worthy of some special comment as being the first consolidated school of entirely rural communities in this inspectorate. The success or failure of this particular district is being waited with keen interest by a number of adjoining districts and the outcome will determine the future policy of these others. In several other districts the project of consolidating was approached but no decisive result obtained. There are, in all, six consolidated schools now in this inspectorate either operating or about to begin after the new year. The general success and popularity of those already operating is without question although one or two boards have not shown particular financial ability in administering the affairs of the new district. With respect to this type of school the general attitude of many communities is that

of "watchful waiting" and if the financing and operating of the consolidated schools already formed meet with any reasonable degree of success their example will be followed very soon by many others.

The annual convention of teachers from this inspectorate was held in conjunction with the Calgary and Three Hills inspectorates at Calgary on October 10th and 11th. It was a marked success both from the standpoint of the programme offered and the number in attendance. One hundred and seven teachers from this inspectorate registered at the convention.

I have the honour to be, Sir,

Your obedient servant,

A. J. WATSON,
Inspector of Schools.

REPORT OF R. H. LIGGETT, B.A.
BASSANO INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Bassano Inspectorate for the year 1918.

The area of the inspectorate was reduced considerably during the year because of the formation of the Three Hills and Chinook inspectorates. It will, therefore, be much more satisfactory to inspect in the future. It is still very extensive in area; a large portion of the land lying immediately north and east of the town of Bassano is unorganized. This, however, is being gradually settled and new school districts will be established in the near future.

In the greater part of the inspectorate, the progress of the people and the general development of the communities, have been very much retarded by two successive failures in crops. As a result, the enthusiasm for and interest of the people in education, in the rural sections, has not been so keen as it ought to be. The greater number of the rural schools have been in operation only from five to eight months of the year. This, of course, is due, in part, to other reasons. The difficulty of securing properly qualified teachers, to work under pioneer conditions, is very acute. The experienced teachers naturally decline to go far from the railroads when they can have a choice of schools close at hand. But probably the chief reason for this reluctance to go far out, is the difficult living conditions in these outlying districts. In many cases this is due to limited accommodations but even where the homes are large and comfortable, a remark commonly heard is, "We would not be bothered with the teacher." As a result of these and other conditions, except where a teacher's home happens to be in the community, only rarely can school boards secure good qualified teachers. It should be noted here, however, that the building of small teachers' residences is helping to solve the problem of teachers' accommodation.

There are still too many permit teachers. By this I would not discourage those people who make a legitimate use of the permit. For the work being done under such adverse conditions many are to be commended, others are not. But for the welfare of the work, as a whole, too many school districts have to depend for a teacher on

young people not qualified for the work. Of the teachers inspected this year in the rural schools of this inspectorate 34 per cent. were teaching on permits while a number of others had third class certificates.

Very fair, in some cases excellent, work is being done in the subjects of Reading, Spelling, and Arithmetic, but there is room for very much improvement in the teaching of History, Geography, Writing, Nature Study and Art. In these, however, we shall get real improvement only when we have a greater supply of qualified teachers interested in the work.

In this connection, let me say that, in my opinion the almost complete absence of male teachers is to be deplored. In the broad training of the boys and girls for citizenship, we need more men. Furthermore I do not believe there will be much stability in the teaching profession itself, until conditions make it possible and even desirable for young men, who have an inclination for the work, to remain in it. But whether male or female, so far as this inspectorate is any indication, our greatest need now is for teachers of high educational attainments who are trying to make good in the teaching of the Course of Study, in leading the community life and in inculcating a spirit of patriotism and good citizenship.

For the most part the school buildings are of a good type—usually built according to departmental plans—and kept in fairly good repair. The equipment is usually fairly adequate. While very good libraries are found in many of the schools, there are many instances where for some reason or other there are no libraries and no supplementary reading for the use of the children. Where these facilities are found, good use seems to be made of them by an increasing number of the older boys and girls.

Probably the most noticeable lack of equipment may be found in the limited black-board space and in the absence of playground apparatus for the amusement of the children during the play periods. Only a few trustee boards recognize the need for even the simplest devices designed for this purpose.

Owing to the poor crop conditions, a smaller number of districts were organized than would otherwise have been the case. There were a few erected, however, and others are in the process of organization at the present time.

During the year a number of our most energetic and enterprising teachers made splendid attempts at school gardening. In most instances the garden was well planned, planted and cared for up until the summer vacation, but after that time it was smothered with weeds or destroyed by gophers. This seems to be the greatest difficulty in the problem of school gardening. Some method must be discovered by teachers and school boards whereby the garden will be cared for during the vacation period.

Notwithstanding this difficulty, however, I believe that, where a careful effort was made first in the work of the garden and second in the correlating of it with other subjects, interest in school work was increased and the children received good training in the process of gardening and the use of garden tools.

I had the pleasure of attending the Agricultural fair of the Berry Creek Agricultural Society held on September 6th. We had one section devoted to school work. The exhibits included: Handwork, Art, and the products of the Garden. A considerable interest was taken in this by teachers and pupils.

In the graded schools of the towns good work is being done in most departments and an earnest effort made to cover the Course of

Studies. These schools are fairly well equipped, but even the town school board does not always recognize sufficiently the claims of the grounds, for a little more decoration and equipment for the children's play.

I believe that most of the parents are deeply interested in the education of their children. The different sections of the inspectorate are, on the whole, alive to the value of good training, but, in some instances, the general interest is not sufficiently keen, and petty personal and community quarrels are allowed to interfere with the best interests of education. This is true, however, only in certain sections. In other districts there is a genuine interest in and careful attention given to the school and its operation.

Now that the Great War is ended, if the 1919 crop is good there will be considerable development in this inspectorate in the coming year. The interest in education will increase and our public schools will continue to occupy the most important place in the development of a common national life.

I have the honour to be, Sir,

Your obedient servant,

R. H. LIGGETT,
Inspector of Schools.

REPORT OF J. A. MACGREGOR, B.A.
THREE HILLS INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Three Hills Inspectorate for the year 1918.

This is a new inspectoral district, having been organized in August, 1918. Generally speaking, the district is situated along the Grand Trunk Pacific Railway, between Calgary and the Red Deer River, while the Canadian Northern and the Canadian Pacific Railways serve the southern portion of the inspectorate. All three of these railways come together at Calgary. The district is so mapped out that no school is more than fifteen miles from a railroad. The inspectorate comprises eighty-nine school districts in which there are one hundred departments. At five points consolidation has taken place, one of these, the Beiseker Consolidated School District, having been organized during the year. This is an ideal consolidation of two districts. Beiseker is located near the exact centre of the consolidated district and the most remote quarter section is only five and a half miles from the school. A splendid two-roomed brick building has just been completed and is now in use.

During the month of September three colonies of Hutterian Brethren, more commonly called Mennonites, settled about six miles north of Rockyford. In accordance with the policy of the department the lands held by each of these colonies are being erected into school districts. In only one of these communities, however, had the women and children arrived by the end of the year, and in this district temporary quarters for school purposes are now available and arrangements have been completed to commence school on Monday, February 3rd, next.

On account of the epidemic of influenza and the consequent closing of all schools during the last two months of the year, it was impossible for me to cover more than about one-third of the territory. The schools which I inspected had qualified teachers in charge who were doing good work and getting satisfactory results; the buildings were in a good state of repair and the equipment was adequate.

Since resuming the work of inspection in September last, after having been out of it for practically the duration of the war, two points are outstanding and appear to me to be worthy of mentioning. The first of these is the use of the motor car in carrying on inspection work and secondly the increase in teachers' salaries. During the years 1913, 1914 and for a short time in 1915 I was inspector in the Tofield district. The team was the mode of conveyance to reach schools located away from the railroads. To visit a school twenty miles distant and return to starting point would mean that six hours of the day would be spent on the road, and having inspected the school, with night coming on and a tired team of horses, a special effort was necessary to pay a visit to the secretary-treasurer, and by so doing several extra miles would be added to the journey. With the motor car all this is changed. The time spent on the road is one-third what it was, while with no effort it is possible to visit not only the secretary but also other members of the trustee board.

Regarding teachers' salaries, in 1913 the usual rate of salary paid to teachers of rural schools was sixty dollars a month, although some districts paid as high as sixty-five dollars. Now the minimum rate of salary is seventy dollars, but salaries of seventy-five and eighty dollars a month are not uncommon. One rural district in this inspectorate where Grade IX work is being taught, has engaged a teacher for this year at a salary of twelve hundred dollars in addition to the extra grant paid in such cases.

In the month of October a joint convention of the teachers of the Calgary, High River and Three Hills Inspectorates was held in Calgary. About fifty teachers of this inspectorate were in attendance and a unanimous resolution was passed that the teachers of the Three Hills Inspectorate be admitted to the Calgary and High River Association. This resolution was subsequently ratified in open convention. The papers given were both interesting and helpful and the consensus of opinion of those teachers who attended was that they were not only benefited, but could return with additional inspiration to carry on the work in their own schools.

I have the honour to be, Sir,

Your obedient servant,

J. A. MACGREGOR,
Inspector of Schools.

REPORT OF G. S. LORD, B.A.
LAMONT INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Lamont Inspectorate for the year 1918.

This inspectorate was formed during the year. It extends from Fort Saskatchewan on the west to Mundare on the east, and north

into township 60. Of the 118 school districts which it embraces, 85 are Ruthenian, Ukrainian, or Roumanian, 6 are German, 5 are mixed English and non-English, and 22 are English-speaking. South of the Saskatchewan River the territory is nearly all organized into school districts. Sufficient territory exists for a few more districts, but the land is poor or difficult of access and settlement is slow. North of the river a few residual portions remain, but they are mostly sandy and rough. Township 60 is the northern frontier so far as schools are concerned. There is one school in township 61. Organization is thus following settlement fairly closely. One new school district was organized during the year. Seven districts have not completed their buildings and have not been operating. Four new schools began to operate during the year: Hilliard No. 3546, Peremsyl No. 2944, Martin Centre No. 3295, and Victoria No. 75. Creekford S.D. No. 370 erected an attractive building and is now occupying it.

Six districts with graded schools have eighteen departments, two being added during the year. The number of departments in the inspectorate is now one hundred and thirty. The work of the graded schools has been highly creditable. The teachers in nearly all cases have remained in their schools for some considerable period. The results speak for themselves. Accompanying this whether as cause, result, or concomitant, is a good educational spirit in the districts with graded schools. Lamont S.D. No. 641 and Josephburg S.D. No. 296 opened excellent buildings at the beginning of the year and Chipman S.D. No. 1473 doubled its fine building.

The present is an important period for the non-English schools and more than ever an aggressive policy should be pursued with respect to them. In times past the Department of Education has established the principle of official trusteeships, that English is to be the medium of instruction, that teachers must be qualified in English, that no religious teaching is allowed during school hours, and that attendance at school is compulsory. So far as I have seen these are all taken now as matters of course. These may be styled the negative aspects of the situation. It is on the positive side—the side of actual results—that the emphasis must now be placed. The result that we are aiming at is the Canadianizing of these non-English people—the mastery of our language and the taking in of our social heredity. The task is a great one and nothing but the most efficient schools can accomplish it.

Even more than in English-speaking districts, efficiency in these schools depends upon three factors:

1. Some degree of permanency in the teacher's tenure of office.
2. Yearly schools.
3. Regular attendance of all the pupils of school age.

Regular attendance of all the children of school age is not yet on a voluntary basis. The School Attendance Act has been vigorously applied. Four hundred and nineteen warning notices were issued and many had the desired effect. Thirty-five informations were laid. Twenty cases came to trial and were successfully prosecuted. The spread of Spanish influenza caused several cases to be dropped. A considerable amount of time was spent in explaining to offenders the operation of the Act and a sufficient amount of work has been done that for the next year the warning notice of itself should generally be effective. With the reduction in size of the inspectorate, the inspector will be able to give immediate attention to attendance matters and a very material improvement should result.

The adoption of the census return at the beginning of the year has disclosed the fact that several districts have large potential school

populations. In one district, the largest territorially in the inspectorate by a considerable extent, where the enrolment had become too large for one teacher to teach effectively, it was thought wise to take a census of all the children in the district up to the age of fifteen, in order that the school attendance of the future might be estimated. The census showed that the district contained 230 children below the age of fifteen, of whom 134 were five years or over. Similar conditions are appearing in several districts and will likely exist in more as time goes on. These conditions, while they demand increased school accommodation and largely increased taxes are probably blessings as they must lead to schools of more than one department. The question of consolidations of these populous districts has been mooted but the cost of conveying so many children seems prohibitive to relatively small taxpaying areas.

Tribute should be paid to several mature teachers who have remained for some years in the colony. Their earnest efforts have developed successful methods of teaching our language to those who have no knowledge of it.

Our convention was held at Vegreville with the Vegreville and Vermilion Inspectorates. One half-day was given over to meetings of sections and the session devoted to non-English schools proved very helpful. The idea of a convention for teachers of non-English schools has much to commend it. A movement on the part of a few of the teachers to arrange small groups of teachers around local centres with the object of holding periodical meetings was launched at Sniatyn. The methods of instruction in the lower grades of the non-English school and the problems generally differ materially from those of our English-speaking schools and most teachers need all the assistance they can get.

Many of the districts have their school building paid for or practically paid for and are in a position to make improvements. A considerable amount of painting was done during the year. Two districts Sich S.D. No. 1595 and Shandro S.D. No. 1438, built very creditable teachers' residences.

I have the honour to be, Sir,

Your obedient servant,

G. S. LORD,
Inspector of Schools.

REPORT OF E. T. MITCHELL, B.A.
CHINOOK INSPECTORATE.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your approval the following report of the Chinook Inspectorate for the latter part of the year 1918.

The Chinook Inspectorate lies within the first ten ranges west of the fourth meridian and between townships twenty-three and thirty-two, in the region commonly known as the dry belt. It is served by the Saskatoon-Calgary branch of the C.N.R., formerly called the Goose Lake Line. Settlement commenced in this area only ten years ago, and while all the land has been taken up and remarkable progress made, the settlement is still somewhat scattered in places and the child population is everywhere sparse. Two years of light crops,

followed this year by something very close to a complete failure, have by no means destroyed the faith of the pioneers in their district. They believe, from their own experience, that good cultivation will in time remove all the dangers from partial drought.

The sparseness of the child population, the crop failure, and the difficulty of securing a supply of even permit teachers, have made the problem of keeping schools in operation a particularly difficult one. Time will no doubt, remedy all three causes of the present state of affairs, but in the meantime every effort must be made to induce or compel the school boards to operate their schools, or to provide transportation for the conveyance of the children to schools in adjoining districts.

In this district, where one may travel for miles without seeing a tree or shrub, I would consider the school garden and wind-break of utmost value. Several teachers during the past year, in spite of drought, managed to maintain a garden, and others kept their school rooms pleasant with a profusion of house plants. No school, however, has started a wind-break such as one sees frequently on the best farms. Apart from their general beauty and utility, they form the only basis of Nature Study and Agriculture in the schools.

The influenza, here as elsewhere, completely disorganized the operation of the schools. The schools began closing generally about the middle of October, and very few of them re-opened before the end of the year. Here, also, as elsewhere, teachers displayed their inborn devotion to public service by assisting in the work of organizing and nursing. I regret to report that one teacher, Alice Nettleton, from Ontario, who came out to Alberta last spring, contracted the disease while nursing others, and died after a very short illness.

A joint convention of the teachers of the Hanna and Chinook Inspectorates was held in Chinook on October 17th and 18th, sixty-three teachers attending. The presence of Principal Stickle, of Camrose Normal School, who gave several valuable addresses, ensured the success of the convention.

My work on this field commenced about the middle of September, and very little inspection could be done after the middle of October, and so, though I have been over about three-fourths of my territory, I am not in a position to report in detail.

I have the honour to be, Sir,

Your obedient servant,

E. T. MITCHELL,
Inspector of Schools.

SCHOOL LIBRARIES AND FREE READERS BRANCH

REPORT OF WILLIAM H. NOBLE, MANAGER.

HON. GEORGE P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1918.

The School Grants Act makes provision for a special grant for school library purposes, the payment not to exceed 15 cents per day to each class-room of a school maintaining a minimum grading on its efficiency with respect to grounds, buildings, equipment, government and progress as shown by the inspector's reports.

The Grants Branch of this department, prior to the year 1914, paid this special grant to the school districts in cash, and they were required to expend one-half of the amount received for this purpose in the purchase of books for a school library.

The department furnished to all school districts a catalogue covering a wide range of books which were authorized for school library purposes. This catalogue indicated the class of literature to which each book belonged, also the author, publisher and publisher's catalogued price.

This system was found to be entirely unsatisfactory to the school boards even with these particulars furnished by the department, because so many books were being published in cheap and inferior editions, and since these editions were being supplied to school libraries, quite a number of them soon went to pieces.

The boards of school districts experienced considerable annoyance when importing books, although such books purchased for library purposes enter Canada duty free, nearly every consignment of books was held by the customs authorities at port of entry, and the releasing of same by inexperienced persons caused so much trouble that it was invariably found cheaper to pay the duty than to have the loss of time.

The local bookseller, too, who undertook to supply the prescribed books for our school libraries, was much in the same position as the school boards who purchased direct from the publisher, he being unable to procure these books without paying duty unless a school library order was imported separately. Thus the school boards were unable to procure the books at the publishers' prices, and there was annoyance and general dissatisfaction.

The books in the list which had been furnished to all school districts had been very carefully selected, but it was found that the selections made by the districts were very often unsuitable for the particular needs of the school, and the districts were not benefiting to the extent the expenditure warranted.

Consequently, at the second session of the Legislature of 1913 the Act was changed, authorizing the department to supply books in lieu of this special library grant, and the library branch of the department now carries a large stock of books, all of which have been very

carefully examined and approved by a capable committee appointed for that purpose. Books furnished to school libraries are selected from this stock to suit the particular requirements of the school to which they are sent.

One great advantage of this library branch is that it is possible to supply books to school districts at a cost considerably less than publishers' prices, owing to the department purchasing in large quantities direct from the publishers.

The library branch of the department receives regularly from all the leading publishers in Canada, Great Britain and the United States new books which, in the opinion of the publishers, may be found suitable for inclusion in our school libraries. During the summer of each year a committee composed of competent educationists is appointed to examine all such books submitted for their approval.

This committee reports on each book as to whether or not it is suitable for library purposes, and regarding each book found appropriate, particulars are given as to the class of literature to which it belongs, and the grade in the school to which it is adapted. At the last meeting of this committee, these gentlemen went over the entire stock of books in the library branch, eliminating all titles which had been succeeded by more up-to-date publications.

During the past year 2,073 school libraries received consignments of books in lieu of grants earned by the districts.

The School Grants Act was amended by the Legislature of 1918, making it possible for this department to furnish an initial library grant to the value of $15.00 to each new district as soon as the school comes into operation.

This amendment has been a boon to many new districts. It is very gratifying to be able to report from the school library annual returns recently received, that the school libraries are being used very extensively by all grades in the school, and as the range of literature is extended to suit the adult population, the library contributes very materially to the intellectual development of the community.

The school is becoming the social as well as the educational centre of the district, and with a carefully selected library containing works of reference, standard authors and a selection of books suitable for advanced pupils, night classes, reading clubs, debating and literary societies are being organized.

The department is very desirous of encouraging development along these lines as soon as the library has been supplied with juvenile literature, supplementary reading and teachers' aids.

During the past year 2,415 school districts were in operation, and of that number 2,258 have operating libraries.

The balance without libraries will receive the initial library grant early this year.

The Library and Free Readers Branch has made the following shipments to school districts during the past year: by express 2,610, by freight 769, by parcel post 1,998.

The school library is having the desired effect on the rural communities as it stimulates movements along lines of general improvement. This branch is receiving from time to time many letters of appreciation of the good work the department is doing by its system of school libraries.

In conclusion I may be permitted to submit a few figures with respect to the expansion of the work of this library branch during the past five years:

Year	Volumes Distributed	Value
1914	88,279	$17,652.57
1915	109,613	29,098.27
1916	100,631	35,793.13
1917	103,256	42,511.23
1918	94,530	48,473.82
	496,309	$173,529.02

The greater portion of the school libraries which have received grants during the past year have in former years received supplementary readers and juvenile abridgements of classics, which accounts for the reduction in the number of volumes distributed during the year, but more attention has been given to books which appeal to the older students and the adult residents of the districts.

It is interesting to note that nearly half a million volumes have been distributed among school libraries of Alberta during the past five years.

FREE READERS BRANCH.

Regarding free readers supplied to schools throughout the province, I have pleasure in stating that the following books were distributed by this branch during the year 1918:

Phonic Primer	Alexandra Primer	First Reader	Second Reader	Third Reader	Fourth Reader	Agriculture
13,404	15,337	12,056	12,301	12,927	8,839	5,518

Statement of stock on hand, Free Readers Branch, December 31, 1918:

	Phonic Primer	Alex. Primer	First Reader	Second Reader	Third Reader	Fourth Reader	Agriculture
Stock on hand Jan. 1, 1918	9,990	12,696	9,478	9,988	12,401	7,992	2,056
Purchases, Jan. 1 to Dec. 31, 1918	9,000	9,000	9,000	8,000	5,000	4,000	5,000
Total stock	18,990	21,696	18,478	17,988	17,401	11,992	7,056
Distributed during 1918	13,404	15,337	12,056	12,301	12,927	8,839	5,518
Stock on hand Dec. 31, 1918	5,586	6,359	6,422	5,687	4,474	3,153	1,538

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,
Manager, School Libraries and Readers Branch.

REPORT OF CHIEF ATTENDANCE OFFICER

REPORT OF D. C. MCEACHERN,
CHIEF ATTENDANCE OFFICER.

HON. GEORGE P. SMITH, M.P.P.
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your attention the following report dealing with the enforcement of The School Attendance Act during the year 1918.

During the year 1918, the legislature of the Province of Alberta, in session, amended The School Attendance Act, making it compulsory for all children who had attained the age of seven years and who had not attained the full age of fifteen years to be in regular attendance the full time that the school of the district in which they reside operated. Prior to that time a child of fourteen who could be shown to be regularly employed in some useful occupation during school hours was exempt from attendance at school; this was an important change and affected a large number of pupils. The Act was also amended requiring children in school districts where work beyond Grade VIII is taught to attend until the full age of fifteen is attained, even if such pupils had passed the Grade VIII examination, which was, prior to the passing of that amendment, considered sufficient grounds on which to excuse pupils from attendance under The School Attendance Act. The Act was further amended to enable the Chief Attendance Officer, from the central office in the Department of Education, to issue the final warning notice provided for in the Act, direct, and allowing for an inspector of schools or attendance officer to institute proceedings before a justice of the peace should that warning not be complied with within the time limit specified therein.

During the year the Act was administered in accordance with these new amendments and there were issued from the department in all 2,152 warning notices to parents, which notices were heeded in most cases. Failure to comply with warning notice by parents resulted in prosecution in which convictions were secured in 79 cases. In addition to these, the various inspectors throughout the province in the regular course of their inspectoral duties, issued warning notices in 85 cases which were effective in most instances, while in five cases prosecutions were deemed advisable and convictions were secured in all cases, making a total of 84 convictions during the year.

Comparing the work with that of the previous year, in which there were issued 480 notices resulting in convictions in 10 cases, it is noted that the amendments passed at the last session of the legislature were effective in securing action with greater dispatch than was possible under the Act as formerly in force.

Besides the above there were written to parents and guardians from the general office 3,691 letters of an educational nature, giving information regarding the requirements of The School Attendance Act before taking action for breach of the Act. As a result of these letters children returned to school in 1,833 cases, while it was found in 166 cases that children were ill; in 80 cases that children were exempt

from attendance because of the distance from the school to their homes being greater than that required in the Act; in 28 cases the children were either under or above the age limit; in 104 cases children had removed from the school district and in 28 cases the children had received certificates of exemption. In 613 cases it was necessary, at a later date, to issue warning notices to the parents, while the remaining 839 cases, owing to the epidemic of influenza, were not finally dealt with and will require further attention during the present year. On the whole, it should be stated that the year that has just passed has been one in which the greatest difficulties in the enforcement of The School Attendance Act have been experienced, owing to labour conditions and closing of schools on account of the epidemic of influenza, the utmost discretion being necessary in order to avoid injustice being done to anyone in the enforcement of school attendance throughout the province. It is, therefore, felt that taking all these matters into consideration the work of the attendance branch of the department during the year has borne good results as instanced by the following quotations from letters received from our inspectors in the field:

"I consider that the enforcement of The Attendance Act during the present year has been much more effective than during any previous year. I have noticed this improvement particularly in a number of schools where the attendance had been very poor in past years."

"I am satisfied that the enforcement of the Act during the present year in this inspectorate has been very effective."

"I find a growing conviction among the parents whom I meet from time to time that the law in regard to school attendance is being pretty well enforced."

"In my opinion, The School Attendance Branch of the department has been very effective in enforcing The School Attendance Act in my inspectorate."

"Commenting generally on the operation of The School Attendance Act in this inspectorate throughout the past year, I may say that I am of the opinion it has been effective. Despite the many difficulties that have presented themselves, during a very trying year, the education of over 500 children in this inspectorate, has been, in greater or less degree, affected by The School Attendance Act, directly, either through its enforcement or its threatened enforcement. It is not possible to estimate the number of children who have been benefited substantially, simply because of the knowledge that the Act would be put into operation unless the attendance at school was satisfactory."

In town schools the Act is enforced through attendance officers provided by the school boards of the various town districts. These attendance officers report monthly to the Chief Attendance Officer, and I beg to submit the following comparisons with the year 1917. During that year there were 857 warning notices issued resulting in 79 prosecutions and 77 convictions. During the year 1918 there were 604 notices issued resulting in 110 prosecutions and 108 convictions. Regarding the work of attendance officers in town schools during the year 1918 the following table is submitted:

Investigations	No.	Results	No.
Reported from schools	7,446	Pupils returned to school at once	4,842
Reported from other sources	396	Pupils temporarily excused on account of—Illness, 2,100; exemption, 265; age, etc., 634	2,999
Found unenrolled	173	Pupils not located	174
Total	8,015	Total	8,015

Calls at schools	3,221
Registration cards investigated	2,232
Visits to picture shows	638
Visits to bowling alleys, etc	637
Children of school age found in above	146
Hours on street	5,447

I have the honour to be, Sir,

Your obedient servant,

D. C. MCEACHERN,
Chief Attendance Officer.

GENERAL STATISTICS

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906 TO 1918 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	TotalNo. Teachers Employed	No. of School Districts	No. School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town or Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	$ 386,107.99	729	746	144	$ 926,706.26	$ 10,384.49	$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	902	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,070	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,250	180	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,501	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,784	283	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,029	245	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,235	206	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28,552.69	2,050,697.01	3,978	2,360	125	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,478	120	13,834,839.12	111,839.97	6,836,241.52
1916	47,978	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,598	120	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677 23	2,620,085.54	5,133	2,779	181	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527 37	2,860,351.67	5,652	2,971	192	14,863,976.33	191,387.86	8,827,683.37

NUMBER OF SCHOOLS IN OPERATION DURING 1917 AND 1918, AND NUMBER OF DEPARTMENTS IN EACH.

SCHOOLS HAVING	Total Schools		Total Departments	
	1917	1918	1917	1918
1 department	2,322	2,580	2,322	2,580
2 departments	61	84	122	168
3 "	26	33	78	99
4 "	20	23	80	92
5 "	11	15	55	75
6 "	6	5	36	30
7 "	3	2	21	14
8 "	4	4	32	32
9 "	4	3	36	27
10 "	4	4	40	40
11 "	1	2	11	22
12 "	1	..	12	..
13 "	..	3	..	39
15 "	1	1	15	15
16 "	1	1	16	16
25 "	1	..	25	..
37 "	..	1	..	37
39 "	..	1	..	39
40 "	1	..	40	..
41 "	..	1	..	41
44 "	1	..	44	..
63 "	1	..	63	..
67 "	..	1	..	67
208 "	1	..	208	..
231 "	..	1	..	231
241 "	1	..	241	..
269 "	..	1	..	269
	2,471	2,766	3,497	3,933

ATTENDANCE OF PUPILS

	1917	1918	Increase	Decrease
No. of pupils attending school during the year	107,727	111,109	3,382	
No. of boys	54,446	56,011	1,565	
No. of girls	53,281	55,098	1,817	
Total aggregate attendance for first term	6,696,218	7,223,613.77	527,395.77	
Total aggregate attendance for second term	5,234,959	3,235,866.66		1,999,072.34
Total aggregate attendance for the year	11,931,177	10,459,500.43		1,481,676 57
Total average attendance for the year	65,374.87	68,488 65	3,113.78	

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR 1918.

Less than 20 days	9,253
Between 20 and 50 days	21,641
Between 51 and 100 days	29,427
Between 101 and 150 days	42,746
Between 151 and 200 days	8,000
More than 200 days	42
Total	111,109

CLASSIFICATION OF PUPILS.

GRADES	No. of Pupils 1917	Per cent. of Enrolment	No. of Pupils 1918	Per cent. of Enrolment
1	26,788	24.87	28,237	25.41
2	13,506	12.55	13,109	11 79
3	14,437	13.40	13,950	12.56
4	13,028	12.09	13,484	12.14
5	10,632	9.88	10,955	9.86
6	9,365	8.69	9,762	8.78
7	6,791	6 30	7,128	6 41
8	7,030	6.53	7,536	6 79
9	2,701	2.50	3,041	2 74
10	1,502	1.39	1,912	1 72
11	1,183	1.09	1,286	1 16
12	764	.71	709	.64
Totals	107,727	100	111,109	100

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools.

	Graded Schools	Ungraded Schools
Number of pupils enrolled	62,229	48,880
Aggregate days' attendance of pupils	6,162,679.13	9,196,811.3
Daily average attendance of pupils	39,527.37	28,961.28
Percentage of attendance of total enrolment	63.52	59.25
Average length of school year (days)	145.35	135.22
Classification—Grade 1	13,646	14,591
" 2	7,161	5,948
" 3	7,427	6,523
" 4	7,219	6,265
" 5	6,258	4,697
" 6	5,441	4,321
" 7	4,198	2,930
" 8	4,338	3,198
" 9	2,717	324
" 10	1,844	68
" 11	1,273	13
" 12	707	2
Total attendance	62,229	48,880

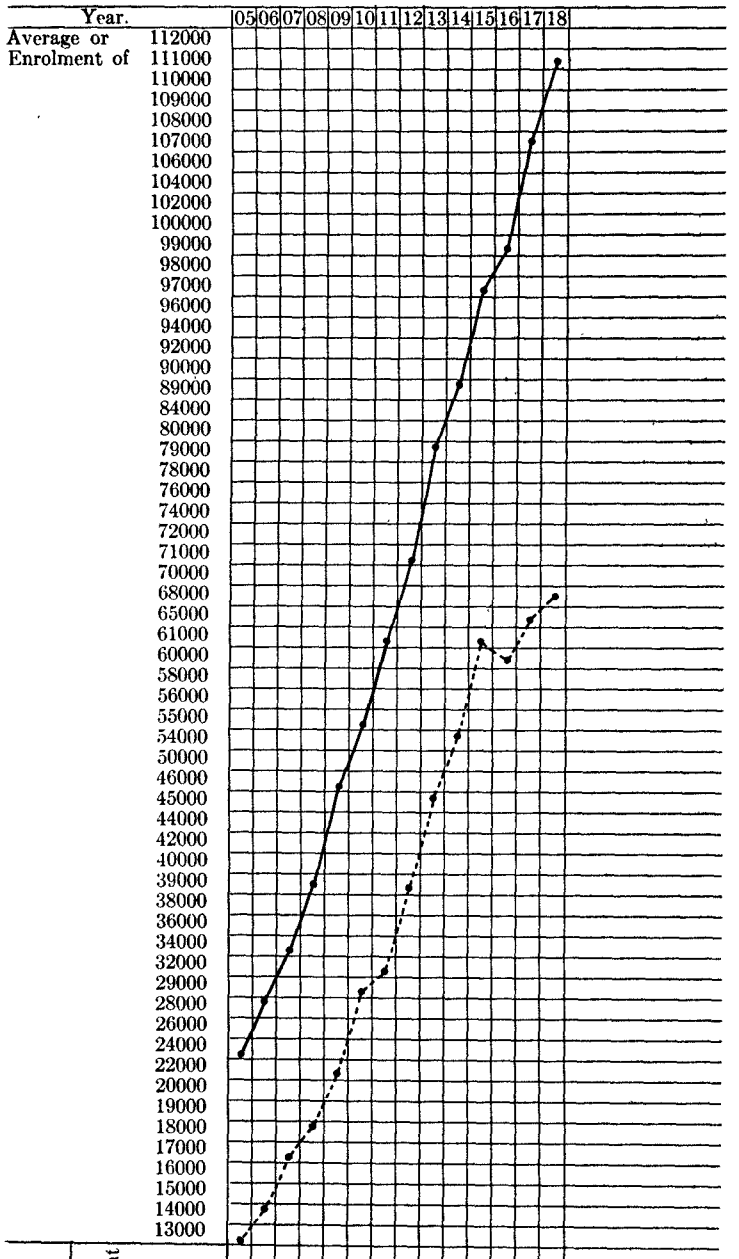
Compiled from statements received from 2,327 School Districts.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING 1918.

MONTH	Possible Aggregate	Actual Aggregate	Percentage of Attendance per month
January	1,224,269.5	1,022,427.5	83.51
February	1,227,109.5	1,036,371	84.46
March	1,371,610.5	1,254,917	91.49
April	1,568,987.5	1,210,868.77	77.18
May	1,721,109.5	1,438,144.7	83.56
June	1,461,178	1,260,884.8	86.29
July	354,731	277,754	78.29
August	474,818	371,844.2	78.31
September	1,558,281	1,315,210.7	84.40
October	1,159,298	935,964.1	80.74
November	30,586	24,203.16	79.13
December	384,299	319,909	83.24
Average monthly percentage of attendance			82.53

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905 TO 1908 INCLUSIVE

Enrolment shown in black line. Average attendance shown in dotted line.



Exact figures for each year.

	05	06	07	08	09	10	11	12	13	14	15	16	17	18
Total Enrolment	24254	28784	34338	39653	46048	55307	61660	71044	79909	89910	97286	99201	107727	111109
Average Attendance	**13375**	**14782**	**17310**	**18923**	**22225**	**29611**	**32556**	**39226**	**45888**	**64582**	**61112**	**60271**	**65374**	**69488**

SCHOOL DISTRICTS.

School districts in existence December 31, 1917	2,736
Consolidations in existence December 31, 1917	39
Number of school district units in such consolidations	128
School districts erected during 1918—	
Public	178
Consolidated	16
Number of school district units in such consolidations	59
School districts disorganized during 1918—	
Public	1
R. C. Separate	1
Consolidated	1
Number of school district units in such consolidation	5
Total number of school districts in province December 31, 1918	2,912
Total number of consolidations in province December 31, 1918	54
Total number of school district units in consolidations December 31, 1918	182

TEACHERS' SALARIES

Town Schools.

Class of Certificate	No. Teachers	Salaries Paid		
		Highest	Lowest	Average
First male	172	$3,000.00	$ 800.00	$1,492.23
First female	319	2,400.00	750.00	1,009.96
Second male	47	2,200.00	750.00	1,040.08
Second female	634	1,300.00	750.00	912.18
Third male	1	1,200 00	1,200.00	1,200 00
Third female	19	1,200.00	750.00	841.39
Permit male	1	1,200.00	1,200.00	1,200.00
Permit female	2	1,000.00	800.00	900.00
Special male	29	3,000.00	1,200.00	1,755.80
Special female	34	2,000 00	800.00	1,152.76

Village Schools.

Class of Certificate	No. Teachers	Salaries Paid		
		Highest	Lowest	Average
First male	36	$1,700.00	$800.00	$1,154.72
First female	50	1,400.00	840.00	935.00
Second male	56	1,400.00	840.00	1,078.42
Second female	148	1,500.00	700.00	881.85
Third male	8	1,400.00	780.00	1,111.25
Third female	32	1,152.00	780.00	879 50
Permit male	Nil	.....	.....	.....
Permit female	10	1,020.00	700.00	711.00
Special male	Nil	.....	.....	.....
Special female	Nil	.....	.....	.....

Rural Schools.

Class of Certificate	No. Teachers	Salaries Paid		
		Highest	Lowest	Average
First male	130	$1,900.00	$720.00	$929.62
First female	287	1,080.00	700.00	875.54
Second male	291	1,200.00	700.00	908.00
Second female	1,421	1,200.00	650.00	860.64
Third male	77	1,850.00	720.00	907.90
Third female	489	1,200.00	650.00	853.51
Permit male	165	1,140.00	720 00	853.64
Permit female	822	1,140 00	550.00	850.23
Special male	Nil	.....	.....	.....
Special female	Nil	.....	.....	.....

ROMAN CATHOLIC SEPARATE.

CLASS OF CERTIFICATE	No. Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	6	$1,300.00	$ 885.00	$1,122.50
First female	47	1,100.00	600.00	840.00
Second male	4	2,000.00	1,200.00	1,425.00
Second female	87	900.00	700.00	805.79
Third male	6	1,250.00	800.00	925.00
Third female	11	900.00	650.00	720.18
Permit male	Nil	.....	.....	.....
Permit female	3	720.00	700.00	703.03
Special male	Nil	.....	.....	.....
Special female	Nil	.....	.....	.....

CONSOLIDATED SCHOOLS.

CLASS OF CERTIFICATE	No. Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	30	$1,500.00	$840.00	$1,180.50
First female	26	1,365.00	800.00	975.38
Second male	25	1,440.00	840.00	1,067.80
Second female	91	1,500.00	750.00	910.53
Third male	1	963.00	963 00	963.00
Third female	15	1,200.00	750.00	965.00
Permit male	5	1,200.00	780.00	940.00
Permit female	15	1,029.00	720.00	844.00
Special male	Nil	.....	.....	.....
Special female	Nil	.....	.....	.....

IN ALL SCHOOLS.

CLASS OF CERTIFICATE	No. Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	374	$3,000.00	$ 720.00	$ 1,235.89
First female	729	2,400.00	600.00	939.71
Second male	423	2,200.00	750.00	984.18
Second female	2,381	1,500.00	700.00	879.79
Third male	93	1,850.00	720.00	929.40
Third female	566	1,200.00	650.00	868.90
Permit male	171	1,200.00	720.00	858.43
Permit female	852	1,140.00	700.00	848.12
Special male	29	3,000.00	1,200.00	1,755.80
Special female	34	2,000.00	800.00	1,152.76

SCHOOL DISTRICT DEBENTURES

YEAR	Debentures Authorized		Debentures Registered	
	No. of School Districts	Amount	No. of School Districts	Amount
1902	73	$ 68,650	70	$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	485,165
1908	227	563,925	236	787,900
1909	204	978,550	207	975,950
1910	289	1,027,892	273	742,725
1911	312	1,524,707	277	1,501,560
1912	294	2,808,355	274	1,749,120
1913	278	2,893,628	278	3,925,505
1914	173	1,723,050	226	1,952,000
1915	146	513,235	142	495,885
1916	120	235,275	94	145,975
1917	134	305,865	120	293,265
1918	179	503,155	159	466,705

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1918.

Authorized by Board of Public Utility Commissioners, 179 issues	$503,155
Registered by Department of Education, 159 issues	466,705
Registered in 1917, but taken delivery by purchasers in 1918 (Pakan Debentures $1,200, and Wayne debentures $2,500)	3,700
	$470,405
Less registered in 1918 but taken delivery by purchaser in 1919 (Kinella debentures)	1,200
Total amount of debentures taken delivery by purchasers in 1918 (161 issues)	$469,205

BOND SALES.

Sold through the Debenture Branch:			
110 rural issues	$168,380		
11 village issues	33,750		
3 consolidated issues	37,500		
And part of Sundial Consolidated School District issue of $12,000		$239,630	
Sold direct by School Districts:			
16 rural issues	$34,275		
3 village issues	19,000		
7 town issues	54,200		
10 consolidated issues	122,100		
And part of Sundial Consolidated School District issue of $12,000		$229,575	
Total issues			$469,205

Number of school buildings erected during 1918 121

RECEIPTS AND EXPENDITURES.

SUMMARY OF RECEIPTS AND EXPENDITURES OF SCHOOL DISTRICTS FOR THE YEAR.

RECEIPTS.	
Cash on hand January 1st, 1918	$ 684,662.91
Proceeds from debentures	433,125.77
Taxes collected	5,132,231.77
Government grants	625,829.54
Pupils' fees	14,527.20
Borrowed by note	1,173,546.46
Amount advanced by treasurers	9,199.78
Received from other sources	172,263.65
	$8,245,387.08

EXPENDITURES.	
Teachers' salaries	$2,860,351.67
Officials' salaries	198,869.86
Paid on debentures	1,054,044 32
Paid on notes (renewals and interests)	1,598,756.86
School buildings and repairs	604,890.97
School grounds	78,069.67
School furniture	103,123.80
Library and reference books	26,336.88
Apparatus and equipment	76,633.13
Supplies, stationery, etc	79,187.07
Caretaking and fuel	389,149.45
Insurance	53,039.03
Other expenditures	373,238.83
Balance on hand December 31, 1918	748,695.54
	$8,245,387.08

Compiled from financial statements received from 2,527 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the year.

RECEIPTS.	Town and Village Districts	Rural Districts
Cash on hand January 1, 1918	$ 240,750 61	$ 443,912.30
Proceeds of debentures	270,750 12	162,375.65
Taxes collected	3,268,049.76	1,864,182.01
Government grants	253,837.49	371,992.05
Pupils' fees	11,232 04	3,295.16
Borrowed by note	836,884.08	336,662.38
Amount advanced by treasurers	1,441.58	7,758.20
Other sources	122,292.99	49,970.66
EXPENDITURES.	$5,005,238.67	$3,240,148.41
Teachers' salaries	$1,506,598.89	$1,353,752.78
Officials' salaries	90,235.45	108,634.41
Paid on debentures	807,916.06	246,128.26
Paid on notes (renewals and interest)	1,280,834.79	317,922.07
School buildings and repairs	303,878.72	301,012.25
School grounds	27,728.30	50,341.37
School furniture	37,083 16	66,040.64
Library and reference books	4,998.07	21,338.81
Apparatus and equipment	62,236 66	15,396.47
Supplies, stationery, etc	38,255.99	40,931.08
Caretaking and fuel	254,856.58	134,292.87
Insurance	30,096 83	22,942.20
Other expenditures	285,620.00	87,618.83
Balance on hand December 31, 1918	274,899.17	473,796.37
	$5,005,238.67	$3,240,148.41

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the year 1918.

ASSETS.	Town and Village Districts	Rural Districts
Cash on hand	$ 240,750.61	$ 443,912.30
Arrears of taxes due	1,321,369.09	1,066,722.27
Estimated value of land and buildings	12,043,307.69	2,820,668.64
Estimated value of furniture and apparatus	725,715.12	624,140.87
Estimated value of school libraries	58,703.92	132,683.94
Other assets	890,916.33	49,556.94
LIABILITIES.	$15,280,762.76	$5,155,684.96
Teachers' salaries	$ 22,401 80	$ 115,080.64
Debenture indebtedness	9,050,291.13	988,776.22
Outstanding accounts	1,078,674.22	349,610.72
Amounts due treasurers	1,071.36	2,853.26
Excess of assets over liabilities	5,128,324.25	3,699,364.12
	$15,280,762.76	$5,155,684.96

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the Year.

ASSETS.	
Cash on hand	$ 748,695.54
Arrears of taxes due	2,388,091.36
Estimated value of lands and buildings	14,863,976.33
Estimated value of furniture and apparatus	1,367,855.99
Estimated value of school libraries	191,387.86
Other assets	876,440.64
	$20,436,447.72
LIABILITIES.	
Teachers' salaries	$ 137,482.44
Debenture indebtedness	10,039,067.35
Outstanding accounts	1,428,284.94
Amounts due treasurers for money advanced	3,924.62
Excess of assets over liabilities	8,827,688.37
	$20,436,447.72

COMPARATIVE COST OF EDUCATION.

IN ALL SCHOOLS—	
Cost per pupil per year according to enrolment	$46.81
Cost per pupil per year according to average attendance	75.87
Average cost per pupil for each day in attendance	.54.19
IN UNGRADED SCHOOLS—	
Cost per pupil per year according to enrolment	41.96
Cost per pupil per year according to average attendance	72.93
Average cost per pupil for each day in attendance	.54.02
IN GRADED SCHOOLS—	
Cost per pupil per year according to enrolment	48.87
Cost per pupil per year according to average attendance	78.81
Average cost per pupil for each day in attendance	.52.53
IN TOWN AND VILLAGE SCHOOLS—	
Cost per pupil per year according to enrolment	32.03
Cost per pupil per year acording to average attendance	66.84
Average cost per pupil for each day in attendance	.39.56
IN CITY SCHOOLS—	
Cost per pupil per year according to enrolment	56.66
Cost per pupil per year according to average attendance	84.78
Average cost per pupil for each day in attendance	.54.01

PROVINCIAL CERTIFICATES GRANTED.

CERTIFICATES	Alberta	Other Provinces	British Isles	Total	Grand Total
(*a*) INTERIM CERTIFICATES.					
First Class to Alberta Teachers	68	....	....	68	....
" " Teachers from Saskatchewan	....	4	....	....	....
" " " " Ontario	....	12	....	....	....
" " " " Manitoba	....	2	....	....	....
" " " " Nova Scotia	....	7	....	....	....
" " " " New Brunswick	....	4	....	....	....
" " " " British Columbia	....	2	....	....	....
" " " " Quebec	....	2	....	33	....
" " " " England	....	....	....	....	....
" " " " Scotland	....	....	....	....	....
					101
Second Class to Alberta Teachers	130	....	....	130	....
" " Teachers from Saskatchewan	....	21	....	....	
" " " " Ontario	....	59	....	....	
" " " " Manitoba	....	13	....	....	
" " " " Nova Scotia	....	34	....	....	
" " " " New Brunswick	....	6	....	...	
" " " " Quebec	....	4	....	....	
" " " " British Colu'bia	....	26	....	163	
" " " " England	....	....	3	....	
" " " " Scotland	....	....	1	4	
					297
Third Class to Alberta Teachers	27	....	....	27	
" " Teachers from Saskatchewan	....	22	....	....	
" " " " Ontario	....	23	....	....	
" " " " Manitoba	....	17	....	....	
" " " " Nova Scotia	....	57	....	....	
" " " " New Brunswick	....	39	....	....	
" " " " Quebec	....	2	....	....	
" " " " British Columbia	....	21	....	....	
" " " " Prince Edward I.	....	28	....	....	
" " " " United States	....	33	....	242	
" " " " Ireland	....	....	....	....	
" " " " Scotland	....	....	....	....	
" " " " England	....	....	5	5	
					274
(*b*) PROFESSIONAL CERTIFICATES.					
First Class	112	....	....	....	
Second Class	295	....	....	....	
					407
Provisional Certificates (Permits)	930	....	....	....	930

ACADEMIC EXAMINATIONS, 1918.

GRADES.	No. of Candidates	No. of successful Candidates	No. Granted Conditioned standing
Grade VIII (Public School Leaving)	3,433	2,534	...
Grade IX	1,502	1,193	...
Grade X	837	550	...
Grade XI	762	407	178
Grade XII	236	131	58
Commercial (First Year)	82	49	...
Commercial (Second Year)	49	20	12
Commercial (Short Course, Shorthand)	26	17	2
Commercial (Short Course, Bookkeeping)	3	1	1
*Others	254	....	...

*(This number includes candidates for Grade XII, Parts I and II, Junior Matriculants and Special Cases.)

STUDENTS EMPLOYED ON FARMS, 1918.

GRADES.	No. of Candidates	No. of successful Candidates	No. granted conditioned standing
Grade VIII	134	111	...
Grade XI	60	37	13
Grade XII	7	4	3
	201	152	16

Exempted from examination in whole or in part on the recommendations of Principals:

Grade IX	157	
Grade X	159	
Total number of students employed on farms		517

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1918.

PUBLIC SCHOOLS.	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	187	112.02	89.9
Edmonton	11,293	7,500.15	87.6
Calgary	12,156	8,241.55	89.
Thibeault	99	49.35	90.5
Macleod	465	273.86	83.1
Lethbridge	2,410	1,544.94	89 3
Medicine Hat	2,783	1,791.51	88.6
Fort Saskatchewan	247	158 35	87.1
Gleichen	188	107.60	86.8
Red Deer	706	467.52	90.2
Pincher	244	149.54	88.6
High River	430	319.73	91.
Okotoks	213	135.73	91.4
Innisfail	330	200.94	82.4
Olds	323	216.77	89 3
Lacombe	335	216.05	87.
Wetaskiwin	630	417.79	73.8
Leduc	218	138.37	86.6
Ponoka	260	170 26	84.5
Cardston	588	363.40	87.1
Magrath	395	242.63	85 6
Blairmore	345	212.17	86.
Didsbury	303	181.78	85.1
Raymond	452	292 02	84.8
Claresholm	397	250.01	86.3
Athabasca	89	72.	85.9
Irvine	132	78.08	85.9
Taber	594	332.12	89.4
Stavely	122	77.01	93.2
Coleman	454	315.85	86.
Granum	119	70.94	84.9
Camrose	559	348.10	89.3
Vermilion	374	241.82	87.8
Stettler	425	241.65	87.
Vegreville	496	339.64	82.
Strathmore	177	106.29	84.5
Wainwright	294	177.80	85.5
Hardisty	146	89.92	82.1
Diamond City	96	52.87	79.7
Bow Island	207	116.10	83.2
Tofield	207	136.25	89.6
Carmangay	126	77.68	88.7
Dennis	87	37.	86.2
Bassano	191	125.56	92.1
Castor	211	136.46	85.
Redcliff	361	259.71	84.7
Beverly	203	136.34	89.5
Edson	154	94.05	82.
Coronation	160	98.39	86.5
Drumheller	...	228.02	84.2
Hanna	188	137.56	84.5
Grouard	144	81.14	91.9
ROMAN CATHOLIC SEPARATE SCHOOLS.			
Calgary	1,270	817.64	86.8
Edmonton	1,530	1,056.70	89.3
Holy Cross	61	32.23	90.2
Lethbridge	427	299 13	90.7
Sacred Heart	75	50.99	88.4
St. Martin's	178	118.55	90.
North Red Deer	124	81.25	96.9
St. Michael's	183	82.79	95.7
St. Louis	152	78.64	81.7
Theresetta	83	43.88	96.8

Average of monthly attendances for all town schools during the year for the months actually operated 86.92

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1918.

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Wesley	3585	Jan. 4, 1918	5	7	4	C. L. Wesley
North Six Six	3586	Jan. 4, 1918	6	6	4	Wm. J. Morrison
East Minneberry	3587	Jan. 4, 1918	5	5	4	Wm. Bowden
South Minneberry	3588	Jan. 4, 1918	4	6	4	John H. Neilson
Rodef	3589	Jan. 5, 1918	58	18	4	Robt. Fletcher
Moose	3590	Jan. 5, 1918	56	13	4	Robt. Fletcher
Maple Hill	3591	Jan. 8, 1918	50	22	4	
Maple Tree	3592	Jan. 9, 1918	18	2	4	Jacob Henck
Westlake	3593	Jan. 9, 1918	51	19	4	Geo. Westlake
Atkinson	3594	Jan. 9, 1918	50	11	4	H. A. Bradley
Boucher	3595	Jan. 9, 1918	60	5	4	T. Nodron
Kenniburgh	3596	Jan. 9, 1918	9	15	4	R. L. Rash
Purple Ridge	3597	Jan. 9, 1918	63	25	4	J. W. H. Jones
Pendland	3598	Jan. 9, 1918	3	5	4	W. B. Taylor
Hooper	3599	Jan. 9, 1918	4	5	4	T. Boucher
Sexsmith	3600	Jan. 23, 1918	73	6	6	D. Sexsmith
Fertile Hills	3601	Jan. 29, 1918	19	8	4	R. S. Tribe
Riverford	3602	Jan. 29, 1918	50	27	4	J. Papernik
Bindloss	3603	Jan. 31, 1918	22	2	4	J. E. Hodgson
Kettleville	3604	Feb. 8, 1918	80	2	6	Arthur Pearson
Northfield	3605	Feb. 8, 1918	75	8	6	H. M. Johnson
Forks	3606	Feb. 8, 1918	22	1	4	N. A. McAulay
Ideal	3607	Feb. 8, 1918	51	15	4	E. A. Reed
Iddesleigh	3608	Feb. 8, 1918	21	10	4	Alfred Stennes
Janet	3609	Feb. 8, 1918	24	28	4	F. McKenzie
Leith Hlll	3610	Feb. 8, 1918	35	14	4	Walter Ellis
Stony Creek	3611	Feb. 8, 1918	50	22	4	R. Williams
Cotter	3612	Feb. 8, 1918	29	17	4	
Kirkdale	3613	Feb. 8, 1918	18	22	4	C. O. Hicks
East Readymade	3614	Feb. 9, 1918	9	18	4	H. P. Ober
Clearside	3615	Feb. 16, 1918	14	18	4	J. Morgan
Mack	3616	Feb. 18, 1918	7	17	4	
Wrentham	3617	Feb. 18, 1918	6	16	4	
North Wrentham	3618	Feb. 18, 1918	7	16	4	
South Richmond	3619	Feb. 19, 1918	16	26	4	
South Hardisty	3620	Feb. 19, 1918	42	10	4	Walter Scott
Youngville	3621	Feb. 25, 1918	68	23	4	R. G. Weldon
Capbillion	3622	Feb. 25, 1918	48	2	5	A. H. Beaton
Hudson's Bay	3623	Feb. 25, 1918	33	15	4	Carl Weich
Ranton	3624	Feb. 25, 1918	22	10	4	J. E. James
Diamond Willow	3625	Feb. 25, 1918	48	11	4	Frank Dobson
Rocky Hill	3626	March 2, 1918	30	15	4	F. G. Buchanan
Blarney	3627	March 4, 1918	35	1	4	J. A. Woodward
P.K	3628	March 6, 1918	22	10	4	Jas. Rust
Roydale	3629	March 8, 1918	57	7	5	Robt. Haines
Lonely Hill	3630	March 8, 1918	48	15	4	Henry Holverson
Ferry Hill	3631	March 8, 1918	40	3	4	J. E. Adams
Thorhild	3632	March 8, 1918	59	21	4	J. E. Mahon
Crow Hill	3633	March 8, 1918	34	15	4	C. S. Smyth
Somme	3634	March 15, 1918	71	3	6	E. S. Farr
East Kleskum	3635	March 15, 1918	72	6	6	M. Barnes
Wellington	3636	March 15, 1918	73	5	6	E. S. Farr
North Sexsmith	3637	March 15, 1918	74	6	6	E. S. Farr
Chatham	3638	March 15, 1918	73	7	6	E. S. Farr
Harmonien	3639	March 15, 1918	44	2	5	H. Lee
Vimy Hill	3640	March 15, 1918	36	21	4	Richard Hockley
Berry Creek	3641	March 22, 1918	22	12	4	E. J. Beisiegel
Herbet	3642	March 22, 1918	48	4	4	G. McAdie
Science Hill	3643	March 22, 1918	41	10	4	F. Olson
Douglas Lake	3644	March 22, 1918	32	2	4	A. H. Anderson
Devonshire	3645	March 22, 1918	29	8	4	M.S.T.G. Anderson
Roselea	3646	March 22, 1918	59	6	5	J. A. Adams
Hurstbourne	3647	March 22, 1918	39	1	4	J. A. Thompson
Greig	3648	March 25, 1918	15	29	4	Wm. McMeekon
S. E. Etzikom	3649	April 3, 1918	5	8	4	H. R. Parker
Wild Deer	3650	April 8, 1918	61	17	4	Robt. Fletcher
Baptiste Lake	3651	April 10, 1918	66	24	4	P. W. L. Clark

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Pershing	3652	April 10, 1918	2	23	4	W. J. Roberts
Ruth	3653	April 10, 1918	23	11	4	Krist Isergaard
Bunton	3654	April 10, 1918	5	16	4	T. F. Bunton
Adler	3655	April 10, 1918	18	18	4	S. Odland
Curtis	3656	April 10, 1918	37	4	4	W. J. McLean
Rio Grande	3657	April 16, 1918	71	11	6	Denis O'Connell
Valley Gardens	3658	April 16, 1918	26	24	4	J. C. Slonaker
Altaview	3659	April 16. 1918	22	19	4	R. H. Liggett
Fir Grove	3660	April 20, 1918	7	2	5	A. E. Torrie
Tennyson	3661	April 20, 1918	6	1	5	A. E. Torrie
Chapel Rock	3662	April 22, 1918	9	2	5	W. Bart
Dunvegan	3663	April 22, 1918	80	4	6	E. S. Farr
Hastings	3664	April 22, 1918	81	4	6	E. S. Farr
Mann Lake	3665	April 25, 1918	60	10	4	W. H. Pike
Kinella	3666	April 25, 1918	49	2	4	Alex. Symon
Triangle	3667	April 25, 1918	47	5	4	Walter Beckman
Imrie	3668	April 25, 1918	53	8	5	F. J. Wood
Green View	3669	April 25, 1918	39	13	4	H. Ess
Nebalta	3670	April 25, 1918	29	4	4	F. G. Austen
Lovedale	3671	April 25, 1918	24	6	4	Albert E. Johnston
South Valley	3672	April 25, 1918	24	21	4	Ed. Christensen
North Alix	3673	April 25, 1918	40	23	4	
Coolspur	3674	April 29, 1918	49	21	5	A. Simpson
Berg	3675	May 4, 1918	62	5	4	E. Smart
Chedder	3676	May 4, 1918	37	7	5	W. Robinson
Plaxtol	3677	May 9. 1918	46	7	4	E. Swenson
Garrett	3678	May 9, 1918	30	22	4	Geo. Craddock
Fireguard	3679	May 9, 1918	15	25	4	E. F. Crawford
Sunny Range	3680	May 17, 1918	24	21	4	F. T. Toogood
Gold Creek	3681	May 23, 1918	57	16	4	
Loyden	3682	June 10, 1918	26	24	4	R. V. Foster
Good Luck	3683	June 10, 1918	38	7	4	W. A. Clark
Lusitania	3684	June 24, 1918	23	14	4	R. H. Liggett
Daisy Dell	3685	June 24, 1918	17	10	4	W. G. Dodd
Dobson	3686	June 24, 1918	29	8	4	Otto C. Roseman
Cliffdale	3687	June 24, 1918	26	16	4	Wm. Davies
Rosemed	3688	June 24, 1918	14	20	4	C. W. Cofield
Slough Valley	3689	June 25, 1918	62	24	4	C. W. Woods
Pathfinder	3690	June 25, 1918	53	8	4	Paul Kit
East Bruce	3691	June, 1918	49	14	4	
East Retlaw	3692	June 11, 1918	13	16	4	John T. Beattie
North East Retlaw	3693	June 11, 1918	13	16	4	Geo. E. Current
Greenlawn	3694	July 9, 1918	54	4	4	Jas. McGillawee
Belfast	3695	July 9, 1918	57	8	5	F. Felty
Grosmont	3696	July 9, 1918	68	24	4	E. F. Hughes
Four Nine	3697	July 9, 1918	4	9	4	M. J. Doesey
Pearson	3698	July 24, 1918	42	7	4	A. Helgeson
Kinuso	3699	July 24, 1918	73	9	5	
Monalia	3700	July 24, 1918	37	7	4	W. J. McLean
Reserve	3701	July 24, 1918	7	2	4	
Rosebud Valley	3702	July 24, 1918	27	23	4	C. Shulz
Basin Lake	3703	July 24, 1918	35	3	4	
Jouissard	3704	Aug. 9, 1918	78	21	5	
Portsmouth	37C5	Aug. 9, 1918	1	4	4	T. L. Duncan
East Donalda	3706	Aug. 9, 1918	42	18	4	C. D. VanBlarcum
Antrim	3707	Aug. 10, 1918	20	24	4	J. K. Martin
Victory	3708	Aug. 10, 1918	51	13	4	W. Morris
Lake Vernon	3709	Aug. 10, 1918	46	11	4	Eric Johnson
Heisler	3710	Aug. 10, 1918	42	16	4	Walter Scott
S. Heisler	3711	Aug. 10, 1918	42	15	4	Walter Scott
Skiff	3712	Aug. 23, 1918	6	13	4	T. Cousins
S. Skiff	3713	Aug. 23, 1918	6	13	4	J. H. Norman
West Skiff	3714	Aug. 23, 1918	6	13	4	A. O. Borgen
North Skiff	3715	Aug. 23, 1918	7	14	4	Jas. Lynd
Hudson Heights	3716	Aug. 23, 1918	30	2	4	J. C. Christie
St. Patrick	3717	Aug. 23, 1918	38	24	4	
Wheat Ridge	3718	Aug. 24, 1918	37	8	4	J. L. Lougheed
Millard	3719	Aug. 24, 1918	19	9	4	
Giffen	3720	Aug. 24. 1918	20	20	4	C. F. Hermon

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
St. Mary's	3721	Sept. 10, 1918	5	23	4	L. E. Pharis
Grouard	3722	Aug. 21, 1918	76	15	5	E. S. Farr
Peel Coulee	3723	Sept. 25, 1918	18	27	4	F. L. Craford
Fawn Lake	3724	Sept. 25, 1918	58	1	5	
Lotus	3725	Sept. 25, 1918	17	7	4	H. G. Ticklesteel
Linaria	3726	Sept. 25, 1918	61	1	5	Mrs. Cora Clifton
Tankerton	3727	Sept. 25, 1918	49	8	4	J. Reeves
Dovercourt	3728	Sept. 25, 1918	37	6	5	C. R. Hawkinson
Leach Lake	3729	Sept. 25, 1918	59	8	5	H. Starmon
Buffalo Hill	3730	Oct. 8, 1918	20	23	4	
N. Buffalo Hill	3731	Oct. 8, 1918	20	44	4	
W. Arrowwood	3732	Oct. 8, 1918	21	24	4	
Allenby	3733	Oct. 9, 1918	7	19	4	J. Morgan
Foch	3734	Oct. 9, 1918	5	21	4	J. Morgan
Amiens	3735	Oct. 9, 1918	7	19	4	
Wilson	3736	Oct. 9, 1918	7	20	4	
LeBlance	3737	Oct. 10, 1918	77	20	5	A. J. Desnoyen
Donnelly	3738	Oct. 10, 1918	78	20	5	E. Tanguay
Donnelly Heights	3739	Oct. 10, 1918	78	20	5	J. Avery
Woodarrow	3740	Oct. 8, 1918	20	22	4	
Strong Creek	3741	Oct. 12. 1918	83	22	5	E. S. Farr
Peace Prairie	3742	Oct. 12, 1918	81	24	5	E. S. Farr
Beaver Ridge	3743	Oct. 21, 1918	82	3	6	E. S. Farr
River Junction	3744	Oct. 25, 1918	8	21	4	Frank Hawkey
Doupe	3745	Oct. 25, 1918	39	12	4	Alton Doupe
Woodham	3746	Oct. 25, 1918	45	13	4	E. H. Whybrow
East Elm	3747	Nov. 1, 1918	4	21	4	Jos. Morgan
Old Elm	3748	Nov. 1, 1918	4	22	4	Jos. Morgan
New Elm	3749	Nov. 1, 1918	4	22	4	Jos. Morgan
N. Kleskum	3750	Nov. 6, 1918	74	4	6	Jas. H. Luther
Moonlight	3751	Nov. 12, 1918	28	19	4	John Graham
Ballyhamage	3752	Nov. 12, 1918	21	2	5	F. D. Patterson
Sawyer	3753	Nov. 12, 1918	44	18	4	C. M. Deardoff
Moccassin	3754	Nov. 25, 1918	23	13	4	
Stand Off	3755	Dec. 3, 1918	6	25	4	R. H. Roberts
East Cardston	3756	Dec. 3, 1918	3	25	4	R. H. Roberts
West Raley	3757	Dec. 3, 1918	4	24	4	R. H. Roberts
Trilliby Lake	3758	Dec. 10, 1918	55	2	4	A. M. Christopher
Battle River Prairie	3759	Dec. 23, 1918	92	22	5	
Laon	3760	Dec. 24, 1918	48	13	4	J. W. Russell
Ecklinger	3761	Dec. 24, 1918	8	13	4	A. S. Abbott
Bamill	3762	Dec. 24, 1918	56	27	4	J. W. Dunham

ERECTIONS OF CONSOLIDATED SCHOOL DISTRICTS.

NAME	No.	Date of Erection	Twp.	Rge.	M.
Orion	43	Jan. 4, 1918	5-6	6-7	4
Mannyberries	44	Jan. 4, 1918	5-6	5-6	4
Forestburg	45	Feb. 9, 1918	41-42	14-15	4
Readymade	46	Feb. 9, 1918	8-9	18-19	4
Enchant	47	Feb. 16, 1918	13-14	18-19	4
Wrentham	48	Feb. 18, 1918	6-7	16-17	4
Sedgewick	49	Mar. 23, 1918	43-44	12-13	4
Nanton	50	Mar. 25, 1918	15-16-17	27-28-29	4
Parkland	51	Mar. 25, 1918	14-15	26-27-28	4
Stony Plain	52	May 23, 1918	52	27-28-1	4-5
Bruce	53	June 28, 1918	48-49	14-15	4
Daysland	54	June 28, 1918	44-45-46	15-16-17	4
Beiseker	55	July 23, 1918	27-28	25-26	4
Saskatoon Lake	56	July 24, 1918	71-72	7-8	6
Donalda	57	Aug. 10, 1918	41-42	18-19	4
Skiff	58	Aug. 23, 1918	6-7	13-14	4

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution	Class	Location	Number of Pupils under 15			Number of Pupils 15 and over			Preparation for Provincial Dept. Exams.
			Boys	Girls	Total	Boys	Girls	Total	
Alberta College North	Preparatory, Secondary, Commercial, Music	Edmonton	90	185	275	460	570	1,030	Yes.
Alberta College South	Secondary, Theological, Expression, Music	Edmonton	...	...	...	64	67	131	Yes.
Alberta Ladies' College	Preparatory, Secondary, Commercial, Music	Edmonton	...	25	25	...	35	35	Yes.
Alberta Academy	Preparatory, Secondary, Theological	Lacombe	29	16	45	49	41	90	Yes.
Camrose Lutheran College	Preparatory, Commercial, Secondary	Camrose	1	3	4	36	14	50	Yes.
Coupland School	Commercial	Calgary	...	...	..	17	105	122	No.
Diocesan Seminary	Secondary	Edmonton	2	...	2	5	...	5	No.
Jesuit College	Preparatory, Secondary, Commercial	Edmonton	84	...	84	48	...	48	No.
Juniorate of St. John the Apostle	Preparatory, Secondary, Theological	Edmonton	15	...	15	25	...	25	No.
Knight Academy	Preparatory, Secondary, Theological, Commercial	Raymond	60	70	130	77	78	155	Yes.
Llanarthney School for Girls	Secondary Preparatory,	Edmonton	2	25	27	...	5	5	Yes.
McTavish Business College	Commercial	Edmonton	...	...	...	...	...	...	
Sarcee Boarding School	Preparatory, Industrial	Sarcee Reserve	10	11	21	5	2	7	No.
Scolasticate of Mary Immaculate	Theological, Philosophical	Edmonton	..	...	...	25	...	25	No.
St. Paul's Anglican Residential School	Elementary, Secondary	Macleod	25	25	50	5	5	10	No.
St. Andrew's Apostolic School	Preparatory	Whitefish Lake	13	16	29	...	...	...	No.
St. Hilda's College	Preparatory, Secondary	Calgary	...	44	44	...	20	20	Yes.
St. Joseph's School and Orphanage	Preparatory	Mundare	37	25	62	...	...	...	No.
St. Mary's Apostolic School	Secondary, Theological	Vegreville	3	..	3	1	...	1	No.
Victoria Home	Preparatory, Industrial	Brocket	15	9	24	3	1	4	No.
Western Canada College	Preparatory, Secondary, Commercial	Calgary	77	...	77	63	...	63	If desired.
Westward Ho! School	Preparatory	Edmonton	29	...	29	1	...	1	Yes.

Inspector	No. of districts or departments under jurisdiction		No. of schools or departments in operation		No. of departments inspected once		No. of departments inspected twice		Total number inspections		No. of schools visited but not inspected		Schools not in operation during the year.		Number of days spent in inspection work in schools	No. of days spent in investigation under instructions from Dept.	No. of days spent in performing duties as Official Trustee	No. of days spent in connection with Departmental Exams.	No. of days spent on Library Committee	Summer School and Conference.	No. of days spent at Summer School	Distance travelled		
	Jan. 1	Dec. 31	Graded Depts.	Ungraded Depts.	Graded Depts.	Ungraded Depts.	Graded Depts.	Ungraded Depts.	Graded Depts.	Ungraded Depts.	Graded Depts.	Ungraded Depts.	Graded Depts.	Ungraded Depts.								Rail	Road	Total
Aylesworth, F. L., B.A.	164	122	24	93	19	67	....	8	19	75	20	40	..	5	69	11	53½	12	27	..	....	562	3,017	3,579
Boyce, J. F., B.A.....	125	125	44	81	....	13	..	..	....	13	..	8	....	1	10	....	3	....	....	....	....	40	690	730
Buchanan, F. G., B.A.	186	124	19	93	10	82	..	2	10	86	....	82	..	10	68	29	15	34	27	....	....	1,568	4,031	5,599
Butchart, J. C., B.A...	114	118	25	85	16	51	....	1	16	52	7	35	....	3	59	26	24	8	....	....	....	1,320	4,219	5,539
Dwyer, T. J., B.A.. ..	83	85	7	67	4	37	1	8	6	53	4	18	....	11	69	32	11	6	....	....	....	2,685	3,072	5,757
Farr, E. S., B.A., LL.B.	70	93	17	64	15	45	2	8	19	60	1	6	....	10	42	58	37	....	....	31	....	4,555	3,560	8,115
Fife, J. A., M.Sc.....	298	306	276	30	96	5	4	36	100	81	....	....	....	....	106	9	11	16	....	....	29	420	3,164	3,584
Gorman, G. W., B.A...	271	279	231	41	45	9	....	....	45	9	4	18	....	9	31	70	38	48	....	....	....	8,880	526	9,406
Hicks, C. O., B.A.....	121	121	12	94	12	65	3	2	15	67	....	39	....	15	60	42	28	29	....	....	....	3,354	2,972	6,326
LeBlanc, J. J., B.A....	141	150	11	113	9	74	....	2	9	78	6	93	....	27	105	21	25	29	....	....	....	2,902	4,693	7,595
Liggett, R. H., B.A....	142	75	21	121	17	53	....	....	17	53	....	12	....	....	60	42	32	8	....	....	....	2,874	3,623	6,497
Lord, G. S., B.A.....	128	130	18	104	17	79	....	1	17	81	1	13	....	8	60	29	....	6	....	....	32	877	3,474	4,351
McLean, W. J., B.A...	161	170	16	154	114	102	4	47	18	149	7	52	3	....	84	21	26	8	....	....	....	1,784	4,180	5,964
Macgregor, J. A., B.A.	....	100	14	79	....	10	....	..	....	10	....	7	....	7	7	41	....	....	....	....	....	370	525	895
Mitchell, E. T., M.A..	...	112	9	91	....	12	....	5	3	47	6	24	....	12	24	17	8	....	....	....	....	774	222	996
Morgan, J., B.A.....	194	213	123	76	86	46	2	11	90	68	....	....	....	15	100	37	30	11	....	....	....	3,302	3,381	6,681
Nelson, M. O., B.A...	134	131	21	106	17	54	4	23	25	100	....	25	....	7	121	8	16	42	....	....	....	796	2,356	3,152
Parker, H. R., B.A....	133	140	23	106	18	80	4	11	26	102	..	14	....	7	83	81	17	..	....	....	....	4,741	5,493	10,234
Roberts, R. H., M.A..	154	157	20	128	14	95	4	20	22	135	3	11	..	2	91	53	32	9	....	....	25	2,138	6,114	8,252
Russell, J. W., B.A....	187	173	28	139	13	103	....	23	13	126	5	2	....	6	63	36	12	35	....	....	....	2,720	3,321	6,041
Scott, Walter, B.A....	163	196	35	152	19	93	....	....	19	93	31	3	....	10	84	33	12	33	....	....	....	1,610	2,759	4,369
Thibaudeau, P.H., B.A.	159	161	22	133	18	101	4	11	26	123	2	38	..	5	98½	27½	..	37	....	....	....	2,032	1,246	3,278
Torrie, A. E., B.A....	179	185	81	93	68	40	....	....	68	40	4	13	....	3	67	14	8	10	....	....	....	4,956	3,058	8,014
Watson, A. J., B.A....	144	151	42	98	38	90	...	4	38	94	2	12	....	11	78	19	12	8	....	....	29	690	3,000	3,690
Williams, L. J., B.A...	137	119	40	95	36	36	....	....	46	36	3	21	....	1	54	45	11	31	....	....	....	4,884	3,196	8,080